



GRADUATE!

TACOMA

2018 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.



WE
TOPPED
IT!



89%! Class of 2016

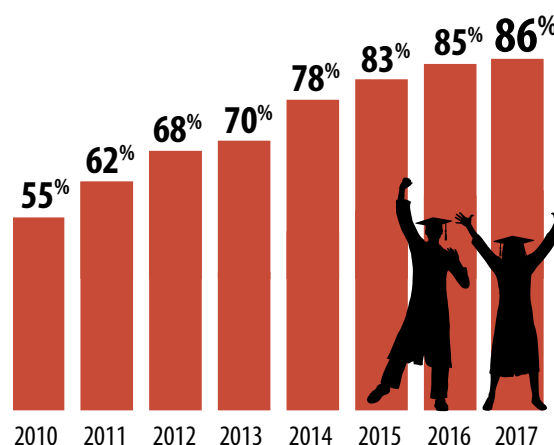
5-Year High School Graduation Rate

WE did it! Together – as parents, educators, and community members – we said we would increase the graduation rate by 50% for the class of 2020. Working together, we topped that goal with a 52% increase since 2010!

HIGH SCHOOL GRADUATION Higher Expectations

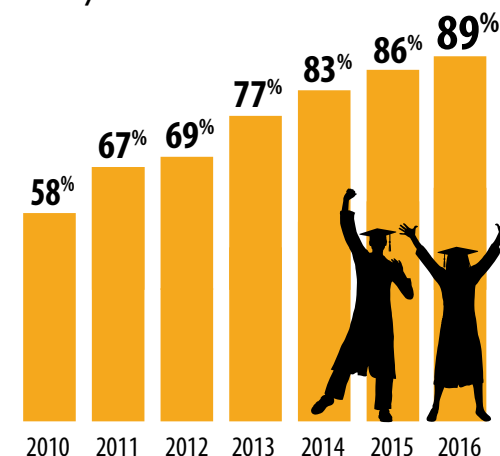
4-Year On-Time

Tacoma Public Schools Goal: 85% by 2020



5-Year Extended

Community-Built Goal: 50% increase to 87% by 2020



COMMUNITY'S GOAL: 50% INCREASE BY 2020

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**.

CONGRATULATIONS, TACOMA!

Every child. One Community. Cradle to Career. That's how YOU did it, Tacoma. This year was the tipping point. The 5-year extended high school graduation rate for the Class of 2016 hit an all-time high of 89%, surpassing the state average as well as the community's 50% increase-by-2020 goal. The 30-point gain from 58% to 89% represents a 52% gain over six years – four years ahead of the 2020 goal. The 4-year on-time graduation rate has increased 31 points to a record-high 86% for the Class of 2017, from 55% in 2010.

For the first time, the graduation gap between Black and White students closed entirely for the 5-year extended graduation rate. 92% of Black students graduated in the Class of 2016, compared to 89% of White students. The graduation gap for Hispanic students has also closed to three points (89% White and 86% Hispanic). (See pp. 30-31)

However, gaps persist with other indicators that demand our unrelenting focus. While high school graduation rates are way up, post-secondary completion remains flat. We need to redouble our efforts to meet our community's 2020 goal around completion of a college degree or technical certificate.

OTHER BRIGHT SPOTS

- **6th Grade Achievement** – 89% are passing all or all but one class and gaps are shrinking. (p. 25)
- **8th Grade Math** – 69% of students are holding steady in math achievement. (p. 26)
- **College Entry Exams** – 99% of Tacoma seniors are now taking the SAT Exam. (p. 29)
- **College-Credit-Eligible Classes** – 71% now take at least one of these advanced classes. (p. 36)

OPPORTUNITIES FOR IMPROVEMENT

- **3rd Grade Reading and Literacy** is up slightly, with less than half (46%) meeting standard. (p. 23)
- **Chronic Absence** (missing 18+ days) climbs to an average of 45% in high school. (p. 38)
- **College Enrollment** is down slightly since 2010 to 54%. (p. 33)
- **College Completion** is down slightly, with just one-third completing a post-secondary degree. (p. 34)

NAVIGATING THE DATA & REPORT

GraduateTacoma.org/Data: Our interactive Data Dashboard includes all the data in this year's report and is an ongoing reference for our collective work together. Here's our recommendation for navigating the 2018 Community Impact Report:

- **Tacoma Students** – Demographic profile of Tacoma's 28,793 students. (p. 3)
- **Overview 2010-2018** – Cradle to Career Indicators, including opportunity and poverty gaps. (pp. 16, 17, 35)
- **Deeper Dive** – Student and Community Indicators with trends for race and poverty. (pp. 16-40)
- **Community-Wide Action** – See data in action for each of the four Collaborative Action Networks. (pp. 6-13)
- **Partner Spotlights** – Impacting students and driving progress of the Graduate Tacoma partnership. (throughout report)



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ABOUT

GRADUATE TACOMA

What is Graduate Tacoma?



Graduate Tacoma is a partnership movement of 268 community organizations and citizens from throughout Tacoma. We came together around a bold goal and an unwavering belief in the potential of every child, regardless of background. The Foundation for Tacoma Students serves as the organizational hub, aligning goals, data, resources, and collective action with our partners, including Tacoma Public Schools.

Our Story

From Dropout Factories to Honor Roll

In 2010, just 55 percent of Tacoma students were graduating. *USA Today* called Tacoma schools “Dropout Factories.” Superintendent Santorno called it “shameful.” The community said, “Enough is enough.” Together, we declared a new day of transparency, partnership, and shared responsibility for the success of every child. The Foundation for Tacoma Students was formed.

We set a bold 2020 goal: To increase by 50% both high school graduation and completion of a college or technical degree *and* to close gaps in access, opportunity and achievement. Working with Tacoma schools, the community established 17 indicators to measure and report progress from cradle to career.

What Gets Measured, Gets Done

Since then, four community-wide Action Networks have mobilized, each equipped with data to drive strategy and action: Early Learning and Reading; Out of School and Summer Learning; STEAM; and College Support. Each Network’s 20-40 partner organizations dig into the data, identify what’s working, and help fix what’s not, moving data to action.

Tacoma Rising & Closing Gaps

Graduation rates have climbed for seven straight years to record-highs: 86% for 4-year on-time and 89% for 5-year extended. Dramatic gains in graduation have been achieved across every demographic. Together, the Graduate Tacoma partnership is proving poverty is not destiny.



High School Grad Rate Soars

“The difference is shocking. If the 2010 graduation rates had carried forward to 2017, some 565 fewer students would’ve crossed the stage – the rough equivalent of a full graduating class at a Tacoma high school.”

– *The News Tribune* Editorial, 12/17/17



These are Our Kids

“In Tacoma, higher expectations and a renewed focus on students’ needs helped public schools leap off the drop-out factory list and onto the honor roll, as some of the highest performing in the state.”

– Arne Duncan, Fmr. Sec. of Education, *TIME*, 1/18



Educating “The Whole Child” isn’t just jargon in Tacoma

“Tacoma Public Schools and their partners are innovating their way toward success. It shows in their data, in their dreams, and in powerful commitments to serve every child every day.”

– *The Washington Post*, 12/20/17

TACOMA

BY THE NUMBERS

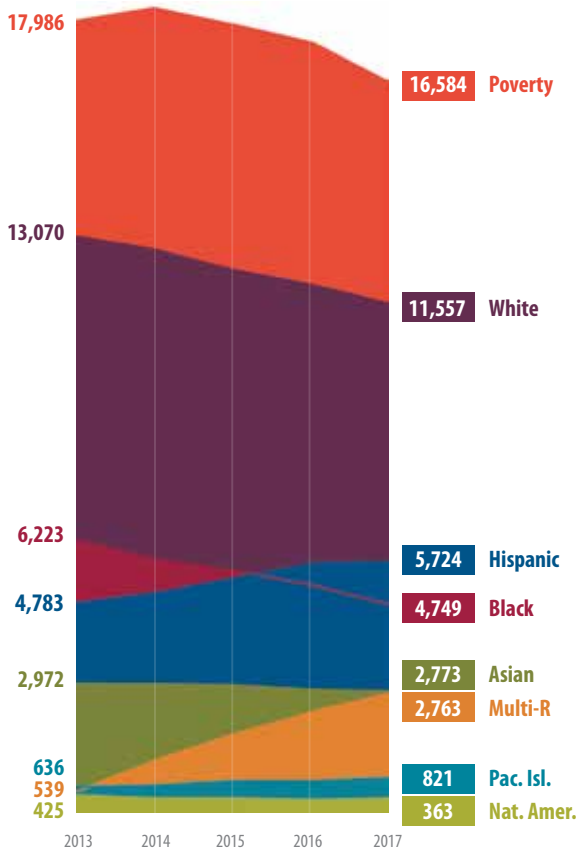
TACOMA PUBLIC SCHOOLS Who We Are



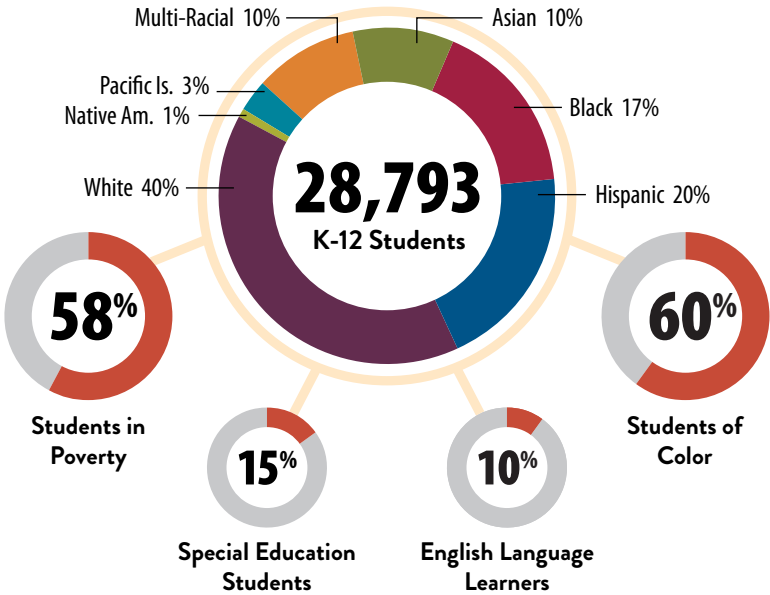
35 Elementary Schools	5 Comprehensive High Schools
30 Preschools in Elementary Schools	5 Non-Traditional High Schools
4 Early Learning Centers	19 Innovative Schools
11 Middle Schools	13 Tech-Focused Schools



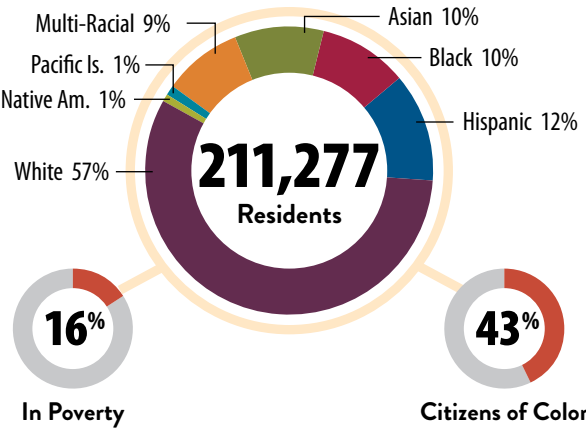
TPS Student Enrollment Trends
2013-2017 TOTAL ENROLLMENT CHANGE: 28,732-28,793



TACOMA STUDENTS Who We Are



CITY OF TACOMA Who We Are
TACOMA RESIDENTS



Sources: TPS Demographics: OSPI; City of Tacoma: U.S. Census data, American Community Survey 2016 1-year estimates

SPOTLIGHT

Graduate Tacoma Reaches Milestone

StriveTogether, the national network of 70 cradle-to-career partnerships, recently recognized the Graduate Tacoma partnership among the first five communities (**Dallas, Portland, Cincinnati, Racine, and Tacoma**) to reach Proof Point – the highest designation for demonstrating data-driven systems change, collaboration, closing of gaps, and “consistently improving outcomes for students along the cradle-to-career continuum, from kindergarten readiness through post-secondary success.”



GRADUATE TACOMA'S COLLECTIVE IMPACT

TACOMA'S COLLABORATIVE ACTION



Shared Community Vision

Organizations, institutions, and community members align work to support cradle-to-career vision.



Evidence-Based Decision Making

Student-level data is accessible and used regularly by relevant partners to inform actions to improve outcomes and reduce disparities.



Collaborative Action

Collaborative action efforts are sustained to improve outcomes and reduce disparities.



Investment & Sustainability

Public, private, and philanthropic dollars are targeted to spread and sustain data-driven practices.

OUR APPROACH



Engage the Community



Eliminate Locally Defined Disparities



Develop a Culture of Continuous Improvement



Leverage Existing Assets



“...consistently improving outcomes for students along the cradle-to-career continuum, from kindergarten readiness through post-secondary success.”

COLLABORATIVE ACTION NETWORKS

The work of the Graduate Tacoma movement is organized into four Collaborative Action Networks (CANs), each with an emphasis on a particular segment of the cradle-to-career continuum. Briefly, at right, are the goals of each network. On the following pages, you'll find detailed accounts of each Network's targets, activities, and impact.



EARLY LEARNING & READING

Early Learning and Reading Network

Dedicated to increasing the number of Tacoma children enrolling in TPS preschool, meeting all six developing skills entering kindergarten, and reading proficiently by the end of third grade.

STEAM LEARNING

STEAM Learning Network

Dedicated to expanding equitable access, interest, and success in Science, Technology, Engineering, Arts, and Mathematics (STEAM) for all Tacoma students, particularly girls, students of color, and those impacted by poverty.

OUT OF SCHOOL & SUMMER LEARNING

Out-of-School and Summer Learning Network

Dedicated to increasing equitable access to out-of-school and summer learning, collecting program provider data to drive targeted action, and making high-quality program training available to all community program providers.



Tacoma College Support Network

Dedicated to increasing enrollment in a “right-fit” college, technical school, or post-secondary opportunity and boosting completion rates for TPS graduates, especially students of color and those impacted by poverty.

Participants in the summer 2017 All-CAN meeting at the Point Defiance Pagoda.

EARLY LEARNING & READING NETWORK

Dominique Ervin of Ervin's Barbershop is one of 13 Tacoma barbers participating with ELRN in the Books to Barbershops program to get books into the hands of young boys of color.

EARLY LEARNING & READING NETWORK

WHO WE ARE

EARLY LEARNING & READING

Dedicated to increasing the number of Tacoma children enrolling in TPS preschool, meeting all six developing skills entering kindergarten, and reading proficiently by the end of third grade.

2020 TARGETS



Enrollment

All TPS pre-K spots filled each year



Readiness

WaKIDS-ready in all six developmental areas (current: 47%)



Reading & Literacy

3rd graders meeting standard (current: 46%)



Attendance

Students attend regularly and on-time

DATA-TO-ACTION

Increasing Access to Books

Provided more than 20,000 books to children in East and South End communities, closing gaps in access for students most in need.

Supporting Early Development

Trained childcare providers and kindergarten teachers in key competencies in an effort to improve the Washington Inventory of Developing Skills (WaKIDS) for entering kindergarteners.

Promoting Healthy Reading Habits

Connected students to books in multiple ways, from Book to Home summer delivery to organizing with neighborhood barbers who provide free books to the boys of color who sit and visit in their chairs every month.

GET INVOLVED!

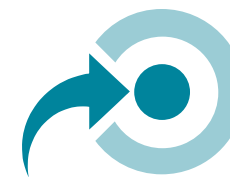
To learn more, join us for Network meetings at 12:30 pm on the third Tuesday of every month, call 253.272.1600, or email us at EarlyLearning@GraduateTacoma.org.

Learn More: GraduateTacoma.org/EarlyLearning

OUR IMPACT

240

Trained Early Learning Educators



The number of childcare providers and teachers who gained key competencies through 12 professional development trainings since 2015, sharing their skills with thousands of our youngest Tacomans.



Network Leads




Network Partners

Asia Pacific Cultural Center
Bamford Foundation
Big Brothers Big Sisters of Puget Sound
Campaign for Grade Level Reading
Center for Strong Schools
Communities in Schools of Tacoma

First5 FUNdamentals
Foundation for Tacoma Students
KBTC Public Television
Metro Parks Tacoma
Multicultural Child & Family Hope Center
Novel Effect

Pediatrics Northwest
Reach Out & Read
Stand for Children
Tacoma Art Museum
Tacoma Community House
Tacoma Housing Authority

Tacoma Public Library
Tacoma Public Schools
Trinity Presbyterian Church
United Way of Pierce County
YMCA of Pierce & Kitsap Counties



OUT OF SCHOOL & SUMMER LEARNING NETWORK

Community leaders visited
summer programs at Asia
Pacific Cultural Center
during the 2017 Summer
Learning Tour.

OUT OF SCHOOL & SUMMER LEARNING NETWORK

WHO WE ARE

OUT OF SCHOOL & SUMMER LEARNING

Dedicated to increasing equitable access to out-of-school and summer learning, collecting program provider data to drive targeted action, and making high-quality program training available to all community program providers.

2020 TARGETS



Program Offerings

Summer learning programs at SummerLearningTacoma.org



Engagement

Students engaged in summer learning programs (current: 17%)



Reaching More

Black and Hispanic students participating in a summer learning program (current: 40%)



Common Data

Community partners agree to common data to better inform our work



Quality Standards

Community partners meeting and exposed to program quality improvement standards

Network Leads



BOYS & GIRLS CLUBS
OF SOUTH PUGET SOUND



DATA-TO-ACTION

Expanding Summer Learning

Each year the OOSLN seeks to increase the number of summer program slots filled and unique students served by the more than 300 Tacoma-Pierce County summer learning programs listed on its website. SummerLearningTacoma.org has received more than 10,000 unique visits, providing Tacoma families and students a place to search and sign up for summer programs by neighborhood, date, type of program, cost, and financial assistance available.

Eastside and South End Neighborhoods

Low-income students not engaged in summer learning can fall two years behind their middle- and upper-middle income peers by fourth grade. The OOSLN is combatting this slide with a heightened focus on the East and South End neighborhoods.

Investing in Access

The OOSLN is responding to underserved neighborhoods and communities where summer learning student participation is low. Since 2013, the Network has helped direct more than \$200,000 from the Foundation for Tacoma Students to community-based organizations with programs that reach these students.

Network Partners

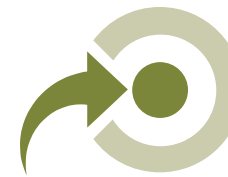
Big Brothers Big Sisters of Puget Sound
Broadway Center for the Performing Arts
City of Tacoma
Communities in Schools
Degrees of Change
Foundation for Tacoma Students
Greater Tacoma Community Foundation
KBTC

Lemay-America's Car Museum
Metro Parks Tacoma
Oasis Youth Center
Peace Community Center
Pierce Transit
Point Defiance Zoo & Aquarium
Puget Sound Educational Service District
REACH Center

Safe Streets
Tacoma Art Museum
Tacoma Housing Authority
Tacoma Pierce County Chamber of Commerce
Tacoma Public Schools
Tacoma Rescue Mission
University of Puget Sound

University of Washington Tacoma
YMCA of Pierce & Kitsap Counties
YWCA Pierce County

OUR IMPACT



37% Increase in
Unique Students Served

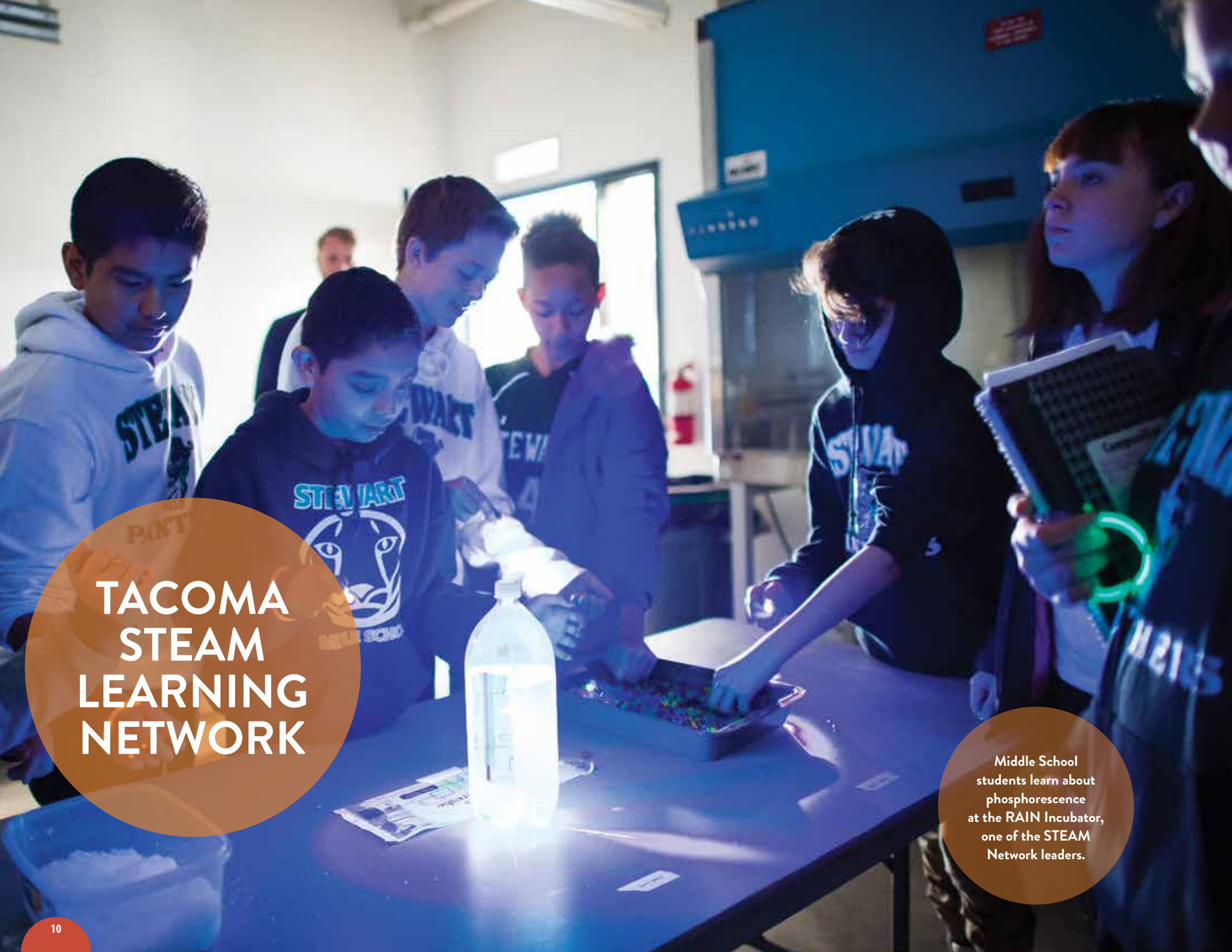
Since 2013, the number of unique Tacoma students served by summer programs has increased 37%, from 3,645 to 4,977 and the total number of program slots filled has increased from 5,616 to 8,831 – a 57% increase! These totals reflect the portion of program providers that collect and report their student participation data.



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.

Learn More: GraduateTacoma.org/SummerLearning



TACOMA STEAM LEARNING NETWORK

Middle School
students learn about
phosphorescence
at the RAIN Incubator,
one of the STEAM
Network leaders.

TACOMA STEAM LEARNING NETWORK

WHO WE ARE



Dedicated to expanding equitable access, interest, and success in Science, Technology, Engineering, Arts, and Mathematics (STEAM) for all Tacoma students, particularly girls, students of color, and those impacted by poverty.

2020 TARGETS



Student Access

More kids served through STEAM programming in and out of school



STEM Opportunity Training

All community organizations and HS counselors trained to help students apply for and win WSOS scholarships



Scholarships

Double the number of TPS student WSOS scholarships applications from 130 to 260

DATA-TO-ACTION

Building STEAM Awareness

Launched a STEAM awareness campaign featuring TPS graduates in STEAM fields, featured on posters and videos, all targeted to reach middle and high school students – particularly low-income students, girls, and students of color. (GraduateTacoma.org/STEAM)

Mapping STEAM Learning Opportunities

Built STEAM career opportunity awareness and provided families with an easy-access directory of STEAM experiences and programming offerings throughout Tacoma. (GraduateTacoma.org/STEAM)

Winning STEM Scholarships

Trained 40 “Champions” to support students applying for the STEM-focused Washington State Opportunity Scholarship (WSOS). Last year, more than \$2.9 million was awarded to TPS students – the second highest number in the state.

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.

Learn More: GraduateTacoma.org/STEAMLearning

OUR IMPACT



#1 Leading the State

Tacoma’s Mount Tahoma High School was top in the state, with 54 students winning more than \$1.2 million in STEM-focused Washington State Opportunity Scholarships (WSOS). A total of 132 Tacoma students from all high schools won a total of \$2.9 million, the second highest number in the state. The program is helping fill jobs in the high-demand sectors that drive Washington’s economy, like aerospace, engineering, technology, and health care. In addition to a maximum \$22,500 in scholarships targeted to low- and middle-income students, the WSOS program also provides industry exposure and skills-building workshops.



Network Leads



Network Partners

Aerospace Joint Apprenticeship Committee (AJAC)
American Heart Association
Bates Technical College
Battle League
Citizens for a Healthy Bay
City of Tacoma
Central Washington University
Employment Security Department

Foss Waterway Seaport Museum
Foundation for Tacoma Students
Iquark
iUrban Teen
LeMay - America’s Car Museum
Metro Parks Tacoma
South Sound LASER Alliance
Southwest Washington Pipe Trades
STEAM Vent

Tacoma Art Museum
Tacoma Clubhouse
Tacoma Housing Authority
Tacoma Pierce County Black Collective
Tacoma Public Library
Tacoma Public Schools
Tacoma South Puget Sound MESA
Tacoma-Pierce County Chamber of Commerce
Technology Access Foundation

Tinkertopia
Treehouse
UA Local 26
University of Puget Sound
Upward Bound
Washington State University
Extension
Washington STEM
WorkForce Central

TACOMA COLLEGE SUPPORT NETWORK

College Bound Saturday – hosted by TCSN for the past eight years – lets College Bound Scholars and their families connect with colleges and plan for a successful transition after high school.

Graduate Tacoma thanks our 2018 College Bound Saturday sponsors:



TACOMA COLLEGE SUPPORT NETWORK

WHO WE ARE



Dedicated to increasing enrollment in a “right-fit” college, technical school, or post-secondary opportunity and boosting completion rates for TPS graduates, especially students of color and those impacted by poverty.

2020 TARGETS



Enrollment

Increase in college enrollment



Completion

Increase in college completion



College Bound Scholars

8th graders signed up for CBS Scholarships



Post-Secondary Plan

Seniors completing Verified Acceptance at Next Institution (VANI)

DATA-TO-ACTION

Increasing College Bound Scholarship Sign-Up

The scholarship provides full tuition to two- and four-year state colleges if students sign up by eighth grade. TCSN is working collectively to boost sign-up of eligible students to 100%. Using real-time, actionable data, we know that CBS sign-up rates are looking good: 90% this year! Even the state's annual point-in-time measure indicates comparatively high rates (76%, according to WSAC).

Supporting College and Post-Secondary Planning

Facilitated record-setting participation of students and families in a full range of college-bound and post-secondary career planning opportunities, including campus visits, financial aid assistance (FAFSA completion nights), college and career fairs, SAT prep classes, Discover U, and the inspiring annual College Bound Saturday.

Increasing College Persistence and Completion

The eight higher education institutions in Pierce County all belong to TCSN. Each is focused on boosting student persistence and completion, particularly for low-income students and students of color. TCSN compares what's working and what's not for a more collective understanding of how to make further improvements.

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.

Learn More: GraduateTacoma.org/TCSN

OUR IMPACT



3,000+
College Bound Saturday
Community Participants

TCSN is building a college-bound culture of high expectations and career-connected learning. More than 3,000 high school students, parents, community partners, and citizens have participated in the annual College Bound Saturday since 2014.



Network Leads



TACOMA
COLLEGE
SUCCESS
FOUNDATION



TACOMA
PUBLIC SCHOOLS
EVERY STUDENT. EVERY DAY.



Network Partners

Act Six
Asia Pacific Cultural Center
Bates Technical College
Big Brothers/Big Sisters of SPS
Center for Strong Schools
Central Washington University
Clover Park Technical College

Degrees of Change
The Evergreen State College Tacoma Program
Foundation for Tacoma Students
Goodwill of the Olympics & Rainier Region
KBTC
Pacific Lutheran University
Palmer Scholars

Peace Community Center
Pierce College
Puget Sound ESD
Safe Streets
Tacoma Community House
Tacoma Housing Authority
Tacoma South Puget Sound MESA

Treehouse for Kids
Washington College Access Network
Washington Opportunity Scholars
Washington Student Achievement Council
Workforce Central
Write253

CREATING A COLLEGE-BOUND CULTURE

College as an expectation – one that requires a plan as much as a dream – is an increasingly prevalent shift for Tacoma students. TPS and Graduate Tacoma community partners work together to promote a culture in which every student has a post-secondary plan, whether that includes college, the military, an apprenticeship, a trade certification, or other pursuit.

Creating a plan can't be left until the tail-end of students' K-12 education. That's too late. Students need to *come into* high school with an academic and extra-curricular game plan that can unfold over their next four years. As early as kindergarten, TPS students are presented with opportunities to consider their paths to college.

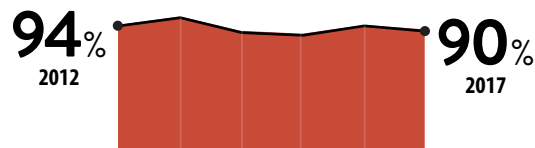
That type of early “You can too!” message is especially relevant since many Tacoma students are among their family's first generation to consider college for themselves.

Here we give a brief summary of the efforts being made in Tacoma to get students to link a post-secondary plan to greater opportunity and lifelong learning.



REMOVING FINANCIAL OBSTACLES

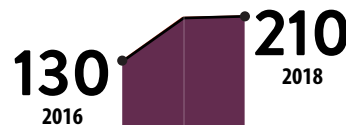
College Bound Scholars Signup



FAFSA Completion (Free Application for Federal Student Aid)



WSOS Application (Washington State Opportunity Scholarship)



2012 2013 2014 2015 2016 2017 2018

Small Steps Can Lead to a Big Payoff

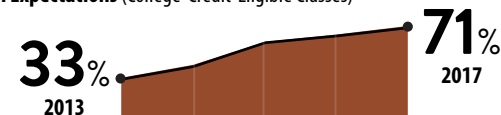
TPS and Graduate Tacoma partners promote and increase access to financial aid resources available for students.

- **College Bound Scholars Signup:** 90% of eligible TPS middle schoolers are signed up as College Bound Scholars, an early commitment of state financial aid to eligible students who fulfill the scholarship pledge.
- **FAFSA Completion:** Completion of the Free Application for Federal Student Aid (FAFSA) is up 12 points over the last three years. A completed form helps determine eligibility for federal loans, grants, or work-study programs and many colleges require it for aid packages.
- **WSOS Application:** “WSOS Champions” throughout the district and community help students sign up for WSOS scholarships for degrees in STEM fields from one of Washington's 65 colleges or universities. Tacoma students are breaking signup records statewide. Mount Tahoma High School saw the highest number of applicants and awards in the entire state in 2017, with 54 students selected.

Data Sources (Top to bottom, left to right): CBS: Tacoma Public Schools; FAFSA: Washington Student Achievement Council (WSAC); WSOS: Washington State Opportunity Scholarship (WSOS); High Expectations: TPS; VANI: TPS; SAT: College Board via TPS

PLANNING FOR SUCCESS

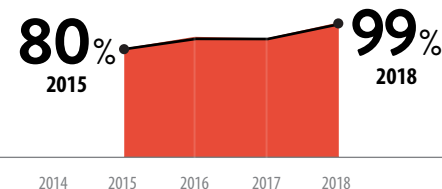
High Expectations (College-Credit-Eligible Classes)



VANI Completion (Verified Acceptance at Next Institution)



SAT Participation



2013 2014 2015 2016 2017 2018

Preparing for the Next Step

The college-bound culture in Tacoma starts early and emphasizes creating a plan for success after high school graduation.

- **High Expectations:** Students are enrolled in a record-high number of college-credit-eligible classes, thanks to a 2013 TPS policy change that automatically opts them in (*more on page 36*).
- **VANI Completion:** The Verified Acceptance at Next Institution (VANI) form is part of a graduation requirement at TPS as of 2013.
- **SAT Participation:** Since TPS began offering free SAT testing in 2015, participation has reached nearly 100% (*more on page 29*).
- In 2014, Graduate Tacoma began publishing and distributing grade-appropriate **College Planning Toolkits** to all high school students. This year, middle school students received their own Toolkit.
- **Discover U:** Beginning in 2013, Graduate Tacoma collaborated with TPS to explore college-bound possibilities at all grade levels. This year, Discover U month (October) provides opportunities from class projects to field trips.

COLLEGE ENROLLMENT-PERSISTENCE-COMPLETION

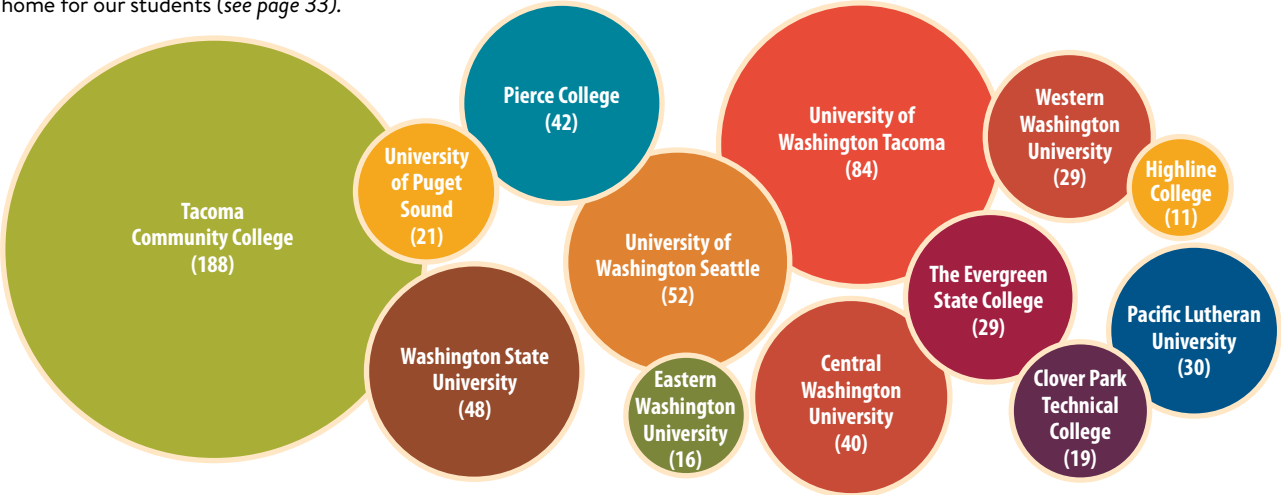
As a partnership, we know a high school diploma is no longer enough and at least a 1-year certificated program or a 2- or 4-year degree can make a tremendous difference in career options and future earning potential. We also know there are many avenues to success after high school. Unfortunately, reliable data that allows us to track TPS graduates after high school graduation is limited to students enrolling in 2- or 4-year institutions. We continue to search for systematic methods of tracking students who pursue training through technical certificate programs, the military, seminary, and other pathways.

Enrollment

Despite graduating hundreds more students from high school each year (a feat we celebrate with students, TPS, and community partners), the number of graduates enrolling in college within one year is flat (-1% since baseline).*

WHERE DO GRADS GO?

The lion's share of TPS students who go to college attend Tacoma Community College and the University of Washington Tacoma. The bubble chart (below) shows the primary destinations for the 2016 TPS high school grads who enrolled in either a 2- or 4-year institution within one year of graduation. These colleges and universities represent about three quarters of the destinations for first-time enrollments from the class of 2016. In fact, among the 2016 Class who enrolled within one year of high school graduation, 50.5% remained in Pierce County. With eight colleges and universities in our backyard, post-secondary education choices are plentiful close to home for our students (see page 33).



*This National Student Clearinghouse (NSC) data underestimates the enrollment and degree attainment numbers by an estimated 5-15%. While it may not be complete, the NSC does provide actionable trending information. Compared to sources such as Education Research and Data Center (ERDC) – currently the most robust estimation for college enrollment in WA – the NSC underestimation rates are <5% for most years reported. Underestimation can result when students choose not to release their information, when institutions do not share student information, or from data matching errors.

Persistence

Among those who do enroll within one year, the number of students continuing to a second year of college is also decreasing (-6% since baseline).

Completion

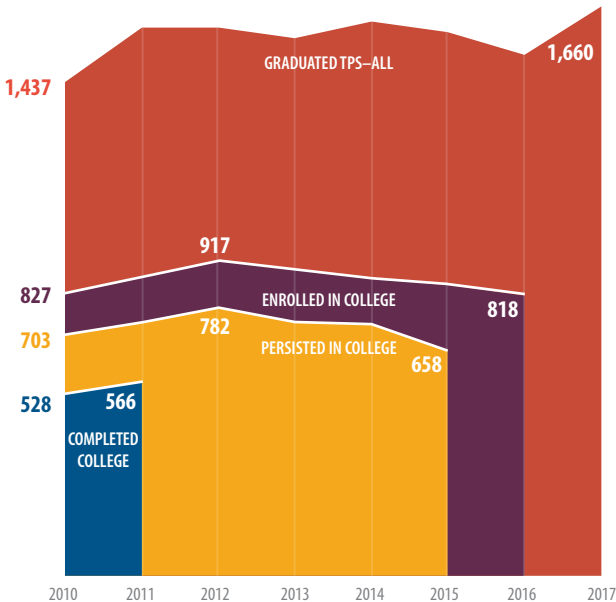
College completion within six years of high school is mostly flat for the two years of NSC data we currently have – about 35% for the Class of 2011. This is consistent with the trend reported in past years by the Office of Financial Management (Class of 2005 was at 32%).

The Bottom Line

As a community, we must apply the same intentional focus around college enrollment, persistence, and completion as we've had around high school graduation in order to keep the national trend in decreasing post-secondary completion rates from continuing to play out for Tacoma students as well.

POST-TPS ENROLLMENT-PERSISTENCE-COMPLETION

TPS Graduates by Class



- All high school graduates by class (regardless of when they began at TPS)
- TPS grads who enrolled in college within one year of graduation
- TPS grads who persisted into a second year of college
- TPS grads who completed a 2- or 4-year degree within six years of high school graduation



DIG DEEPER:

Visit GraduateTacoma.org/Data to dig deeper into the data!

STUDENT INDICATORS MONITORING THE GAPS

In addition to tracking our student indicators according to measures identified by the community, we disaggregate and compare the data that can reveal persistent gaps. The data visualizations below present an at-a-glance look at how those gaps are changing for students over time.

Beside each indicator icon, we present an overall baseline-to-current graphic. Next to that is a depiction of the **Opportunity Gaps** for *Students of Color who have faced persistent gaps*, baseline to current.

Asian and White student progress is depicted with separate lines to illustrate the persistent gaps with other Students of Color.

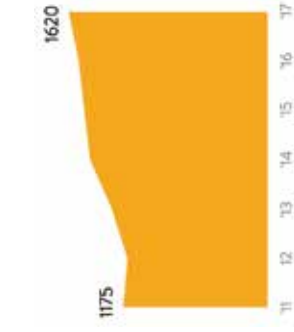
At the far right, we show the **Poverty Gap**, which answers the question, “How are students impacted by poverty (those on free and reduced lunch) faring in comparison to those not living in poverty over time?”

These charts depict the disparities that must be narrowed between students and will remain at the center of our collective focus and action.

INDICATOR AND MEASURE

BASELINE TO CURRENT

OPPORTUNITY GAP STUDENTS OF COLOR STUDENTS IN POVERTY



TPS Preschool enrollment only



WaKIDS Assessment



Reading & literacy on grade level



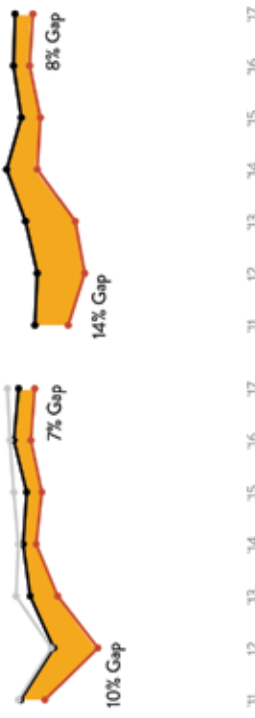
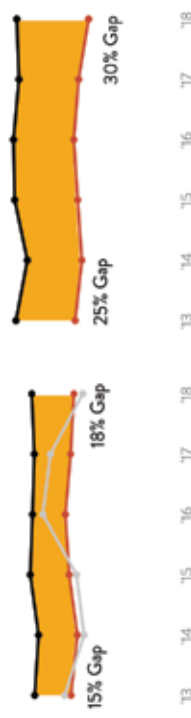
Passing all or all but one class



Passing algebra or geometry with a C or better



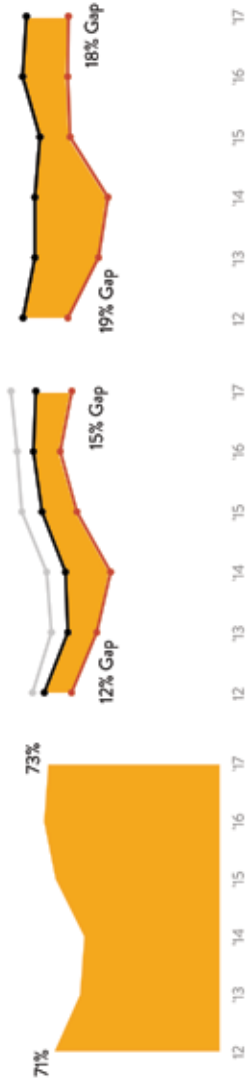
NOTE: We are unable to show the opportunity gaps for preschool enrollment because it is a measure of participation, not of opportunity; we can measure characteristics of those who participate, but not of all potential participants.





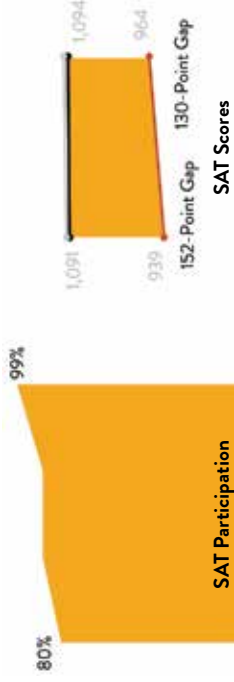
9th Grade Achievement

Passing all or all but one class



College Entrance Exams

% of 12th graders who take the SAT



NOTE: We are unable to show the Opportunity Gap for poverty because SAT data is not currently paired to socioeconomic status.



4-Year Graduation

4-year on-time graduation



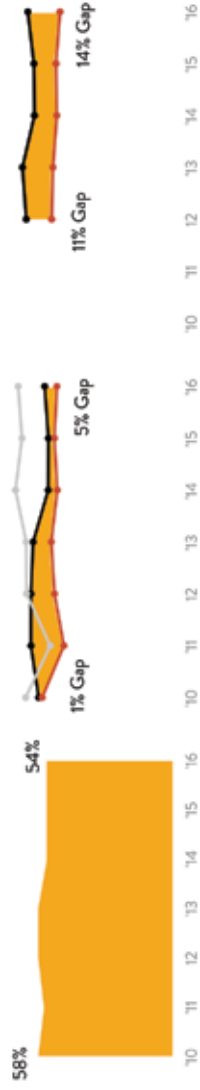
5-Year Graduation

5-year extended graduation



College Enrollment

Enrolled within 1 year of H.S. graduation



College Completion

2- or 4-year degree or 1-year certificate completed within 6 years of HS graduation



NOTE: We are currently unable to show the Opportunity Gap for poverty because College Completion data did not pair to socioeconomic status prior to 2012.

NOTES

- **Other Students of Color** includes Black, Hispanic, Native American, Multi-racial and Pacific Islander students, all of whom have experienced persistent opportunity gaps.
- We do not present a row of data visualizations for Early Developmental Screening because, as you will read on page 19, we have not yet identified a measure for this indicator.
- You will find a similar presentation of data visualizations regarding our Community Indicators on page 35.
- Opportunity Gaps data for College Entrance Exams and 4-Year Graduation is available only for years shown.
- Data Sources: For information on sources for this data, please see each individual indicator page.



EARLY
LEARNING

FOUNDATIONS

DEVELOPMENTAL SCREENING

KEY FINDINGS

Meaningful Standardized Measure Remains Elusive

In Tacoma, babies and young children may be screened for developmental delays and disabilities in numerous ways and places. They may receive screening at their pediatrician's office by a social service agency, through TPS' federally mandated ChildFind program, or as they enroll in a TPS preschool. Two confounding issues persist, however, as we attempt to identify a measure for this indicator: Efforts to raise awareness of the importance of early screening are not as pervasive as they could be, and a lack of standardized measures and coordination remain barriers to tracking and reporting.

Public health partners in Pierce County are beginning to track and measure developmental screening, but Graduate Tacoma has not had the capacity to collect or analyze that data.

There are bright spots:

- ChildFind offers free confidential screenings to all Tacoma families for preschool-aged children. The number of children served through this program has increased since 2014 thanks to a growing number of referrals from other agencies, such as Child Protective Services, faith-based organizations, the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), physicians, and private child care programs. Together, these providers remain intent on increasing awareness of their services in the community, reaching a higher percentage of children in need of screening, and reaching them earlier.

- The Pierce County Early Intervention Program screens children from birth to age three.
- TPS preschools screen children on their own and may refer them to the more rigorous ChildFind screening if delays are suspected.
- Efforts are underway throughout Pierce County and across Washington state to build and support a more robust system of care coordination among healthcare providers to link, synchronize, and deduplicate services for families and children. Pierce County's Project Child Success – and its backbone organization First 5 Fundamentals – are instrumental in these efforts.

Screening and evaluation services exist in our community and people are working to build a stronger network, but there remains a need here for a standardized developmental screening system for children ages birth through kindergarten.

GET INVOLVED!

- **Identify** local screening resources for families and children ages birth to three. Call 253.798.3790.
- **Connect** families and preschoolers to screening resources. Call 253.571.2610.
- **Link** families and children enrolled in TPS to in-school screening. Call 253.571.1224.



DIG DEEPER:

Visit GraduateTacoma.org/Data to dig deeper into the data!



SPOTLIGHT

Partnering for Preschoolers: TPS and CMT

In addition to its own preschools, TPS offers preschool space to community partners, expanding opportunities for our youngest children. The Children's Museum of Tacoma (CMT) is a key partner, offering morning and afternoon sessions of its Powered by Play preschool for three- to five-year-olds at Hoyt Early Learning Center.

CMT's Alyssa Tongue praises the "organic peer-learning opportunities" created by the co-location. "Our staff has joined Hoyt preschool teachers in professional development days," she explains, "and we've shared our ideas about learning environments and multiple languages for communication and experimentation."

When a CMT student demonstrates the need for additional services available through the District's Child Find, the transition goes smoothly since all providers are in the same building.

CMT also brings its kindergarten readiness outreach program, Play to Learn, to the TPS Madison complex and Willard Early Learning Center. Parents or caregivers attend weekly Play 2 Learn sessions with their children. As they play together, adults gain insights into child development and learn new playful activities to stimulate curiosity and learning at home.

EARLY LEARNING

PARTICIPATION IN QUALITY PRESCHOOLS

KEY FINDINGS

Enrollment Up, but Tricky to Track

Measuring, tracking, and improving preschool enrollment is a community-wide responsibility. There are about 9,000 kids ages three to five in Tacoma. TPS offers free half-day preschool in 30 of 35 elementary schools. We can easily measure TPS half-day preschool enrollment and can obtain basic data on licensed preschool enrollment through ChildCare Resources. However, we do not have a robust system for tracking universal preschool enrollment that tells us how many children are attending what types of preschools in Tacoma and for how long. Many children attend unlicensed child care programs or are in child care provided by friends and family. These are the children we are unable to track at this time.

Data-Driven Takeaways

- TPS continues to meet base capacity, with enrollment up 38% over baseline (2010-11) – a net increase of 445 students.
- As of 2016-17, two of every three TPS preschoolers are living in poverty, down 13 points from the earliest year of disaggregation: 79% in 2011-12.
- By race, the proportion of Black students enrolled in TPS preschools is down 15% (from 28% in 2010-11 to just 13% in 2016-17). Meanwhile, enrollment of Multi-racial students is up 18% (from 1.8% to 20%).

ChildCare Resources (CCR) tracks licensed child care providers in Tacoma, but we are unable to disaggregate the data or provide anything other than available slots (capacity) at this time.

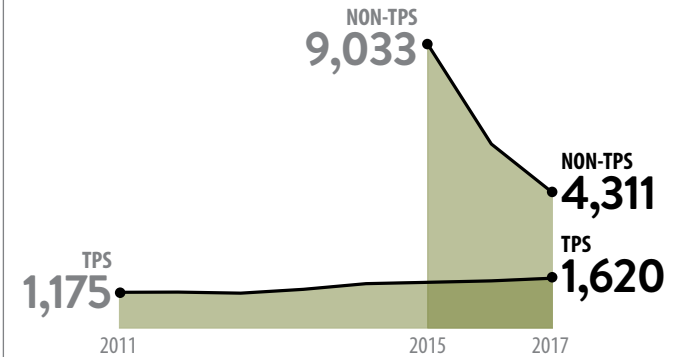
***NOTE:** Many factors contribute to childcare enrollment and capacity. Further investigation is required to determine the reason(s) for the dramatic decrease we see here in non-TPS preschool capacity.

GET INVOLVED!

- **Spread** the word to parents and families that preschool enrollment starts each year in early March.
- **Connect** parents and families to providers in Tacoma to make sure preschoolers are enrolled: TacomaSchools.org/preschool or ChildCare.org.
- **Take** the 5210 Healthy Incentive Challenge with Multicare and Project Child Success: Kids get 5 fruits and veggies, 2 hours or less of screen time, 1 hour of daily exercise, 0 sugary beverages.

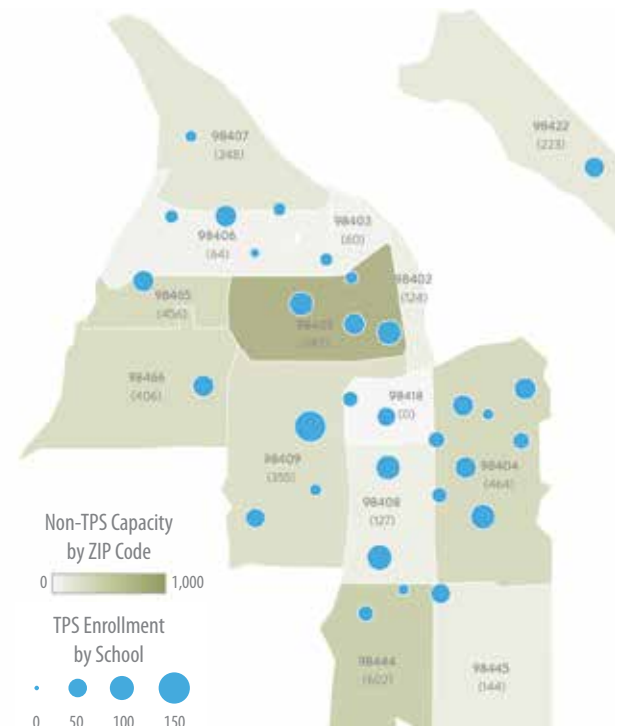
DATA TRENDS

TPS ENROLLMENT / NON-TPS CAPACITY*



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

TPS ENROLLMENT / NON-TPS CAPACITY BY ZIP CODE





ELEMENTARY
SCHOOL

BUILDING BLOCKS

SPOTLIGHT

Strengthening Early Learning Ties

Since 2012, the Early Learning and Reading Network has eased children's transition into kindergarten through a shared professional development opportunity called Building Connections. Three times a year, this professional development training opportunity reaches childcare providers, preschool teachers, kindergarten teachers, principals, families, and/or any other professionals working with three- to five-year-olds in Tacoma. The purpose is to help direct-service providers to understand developmental stages, engage children, maintain developmental progress, and provide clear messaging for the annual WaKIDS Assessment administered each fall.

The program has benefited from increased input from preschool and childcare educators, according to TPS Director of Early Learning Tracie Ferguson. "Having a stronger community voice has brought more alignment with school readiness goals," she says. "A provider might have thought learning numbers was the most important thing, but through this program they learn social and emotional skills are actually more important."

The 2017 event launched TPS's Willard STEAM Early Learning Center and attracted 87 participants, including parents and guardians, who were invited for the first time, to focus with educators on how families can build readiness in their kids. Leading community partners included Child Care Resources and KBTC Public Television.



ELEMENTARY SCHOOL

READY FOR KINDERGARTEN

KEY FINDINGS

Rates Remain Flat, Gaps Widen

WaKIDS (Washington Kindergarten Inventory of Developing Skills) is an assessment of all entering kindergarteners who demonstrate the skills typical of entering kindergarteners in all six domains: social-emotional, physical, cognitive, language, literacy, and math. We have not seen gains in the percent of children who are assessed as meeting all six domains, but our rate has remained steady, which is better than the volatility many school districts are experiencing. We are down 1.7 points from our new baseline* of 48%.

Since the WaKIDS assessment is widely agreed to be a very subjective measure, it is worth looking deeper into the data. The number at top right represents children who demonstrate the skills in all six domains that are typical of a child entering kindergarten. When we look at how kids are faring in four or more domains (*lower right*), those assessed to be meeting expectations increases to 74%. *View much more interactive data on this measure at GraduateTacoma.org/Data.*

Data-Driven Takeaways

- Students of Color and those living in poverty trail far behind their White and non-poverty peers. Gaps range from 12% (Multi-racial) to 30% and 40% (for students in poverty and Native American students).
- The high percentage of students not meeting the standard in math weights down the overall assessment.
- Grant, Whitman, Boze, and NE Tacoma Elementary Schools have made gains of as much as 58% over baseline.

GET INVOLVED!

- **Encourage** parents of birth to five-year-old children to download and use the VROOM app. Help promote daily brain-building activities.
- **Learn** about the developmental domains and practice with three- to five-year-olds.
- **Promote** math concepts daily and help early learners count to 20 before they enter kindergarten.

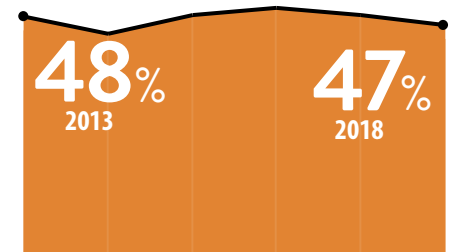
*We have moved from using TPS data for this indicator to Washington Office of the Superintendent of Public Instruction (OSPI). With this data, we will see more consistent data over time for the WaKIDS measurements. Finally, it will allow for comparative reporting against the state and other school districts.

Data Source: Office of the Superintendent of Public Instruction (OSPI)

DATA TRENDS

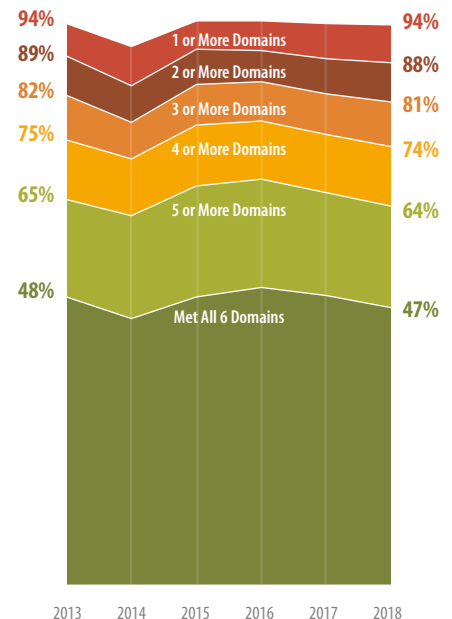
BASELINE TO CURRENT

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.

BEYOND 6 OF 6 DOMAINS



SPOTLIGHT

Boosting Literacy One Haircut at a Time

Disparity calls for creativity. To address gaps in third-grade literacy for Black students, Graduate Tacoma's Early Learning and Reading Network (ELRN) got creative and asked who else is influential in the lives of young people. One answer? Barbers: Typically community leaders and mentors with strong, consistent connections to young boys – especially African American and Hispanic youth.

The Book to Barbershop program was formally initiated by ELRN two years ago as an extension of their Book to Home program in underperforming schools. The network was able to expand the program this year through a grant from the Children's Museum of Tacoma.



In January, several Tacoma barbers met with representatives from ELRN, TPS, Tacoma Children's Museum, YMCA, KBTC, Childcare Resources, and City of Tacoma over brunch to talk about how to get books into the hands of kids.

Each barber left brunch that day with a backpack full of books for their young patrons. What they gave in exchange was illuminating and invaluable: They passionately shared their own experiences and the need for better outreach and communication to families in the neighborhoods they serve.

NEXT STEPS: TPS kiosks in Hilltop barbershops with access to online grades, attendance, and resources for families, and continuing outreach and convening with barbers to provide new culturally relevant books and support as reading champions for their young clients.

ELEMENTARY SCHOOL THIRD GRADE READING

KEY FINDINGS

Literacy Rates Impacted by Poverty, Black Students Falling Behind

Overall third-grade literacy rates are up over the 2014-15 baseline since the new Smarter Balanced Assessment Consortium (SBAC) test was introduced, but still less than half are meeting standard. More than a reading test, the SBAC is a measure of English Language Arts (ELA) competency. It requires students to use reasoning, word meaning comprehension and language use, the ability to identify and retain key details, and to explain, tell stories, and express opinions in writing. This measure is considered a strong indicator of future student success since reading and language literacy are foundational building blocks across all subjects.

Data-Driven Takeaways

- Poverty persists as an obstacle to literacy: There is a wide gap between the 63% of students not living in poverty who are meeting standard and the 35% of students living in poverty who are doing so. This 28-point gap has closed by only 3% in recent years.
- There is cause for concern about the literacy rates of Black third-graders for three reasons: Less than a quarter are reading on grade level; they've experienced a 3-point drop since the baseline year; and we see a full 35-point gap between Black and White students. *See left for steps Graduate Tacoma partners are taking to address this disparity.*
- Tacoma's third-grade literacy rates continue to lag behind the state by about seven points but we see that Tacoma's numbers are in line with other like districts throughout the state (Spokane and Franklin Pierce are also at 46%; Highline is at 38%).

GET INVOLVED!

- **Connect** students to our public libraries using their TPS IDs.
- **Read** to children and have them read to you.
- **Promote** healthy attendance. It matters. What can you do in your neighborhood, family, organizations to promote school attendance?

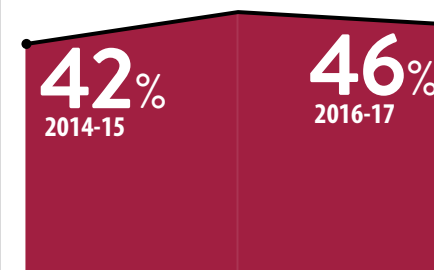
GAP CHANGE: Represents the ▲ increase or ▼ decrease in the achievement gap between 1) Students of Color and White students and 2) between students in poverty and those not in poverty, baseline to current.



DATA TRENDS

BASELINE TO CURRENT

Third Grade Literacy (SBAC)



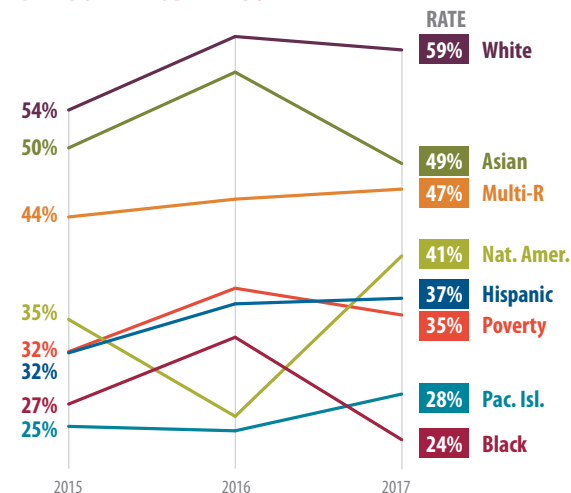
AIMING HIGHER GOAL: Increase the percentage of third graders meeting the Washington state standardized test for third grade literacy, now the Smarter Balanced Assessment Consortium (SBAC).



DIG DEEPER:

Visit GraduateTacoma.org/Data to dig deeper into the data!

DEMOGRAPHIC BREAKOUT





MIDDLE
SCHOOL

TRANSITIONS

SPOTLIGHT

Partners Tackling the Summer Slide

Struggling Middle School students got a boost this summer through programs like the YMCA's Summer Learning and Enrichment Academies. At Baker Middle School, TPS teachers joined YMCA program staff to focus on service learning. Each morning, students strengthened language arts skills by researching, writing, and presenting ideas for service projects. They honed their math skills through projects such as designing and building planter boxes filled with flowers to share with their community. Weekly field trips – as well as fitness, arts, and leadership activities – complemented the curriculum.

When the five-week program ended, 69% of students showed growth in reading skills, with half of those improving more than a grade level. In math, 60% improved, and 65% of those improving showed more than a year's growth. This summer, the program will include some transitioning 5th graders.

The YMCA also partnered with First Creek and Stewart Middle Schools in similar programs with similar results, serving some 350 students in all. So much for the summer slide!



MIDDLE SCHOOL

SIXTH GRADE ACHIEVEMENT

KEY FINDINGS

Sixth Graders Keep It Up, Close Poverty Gap

Sixth graders continue to do well in terms of passing all or all but one class. Other good news for this indicator is that the gaps in achievement between White students and their Native American and Hispanic peers have closed since 2010-2011.

Data-Driven Takeaways:

- The poverty gap – which was as wide as 21 points in 2012-13 – has been cut nearly in half since our baseline year. Today, there is just an 8-point difference between students living in poverty and those not in poverty.
- Though the achievement rate for 2016-17 is down two points* from the prior year, 89% of sixth graders are passing all or all but one class, which is 12 points higher than the baseline in 2010-2011.
- The ethnic and racial gaps in achievement for this indicator have shrunk dramatically since 2011-2012, when some groups of students lagged a full 46 points behind. This year, gaps range from three to 12 points between White students and Students of Color, with Hispanic students having narrowed the gap to just three points.
- TPS' Jump Start program has been a step in the right direction for 6th graders, acclimating them to their new schools and connecting them with other students and teachers during this transitional time.

GET INVOLVED!

- Connect** students to expanded learning activities offered by dozens of community-based organizations in Tacoma.
- Stress** the importance of school attendance with families and students. Chronic absence begins to climb between elementary and middle school, from 18% to 29%.
- Download and Share** Graduate Tacoma's new middle school College Planning Ahead Toolkit, which is available at GraduateTacoma.org, beneath the video.

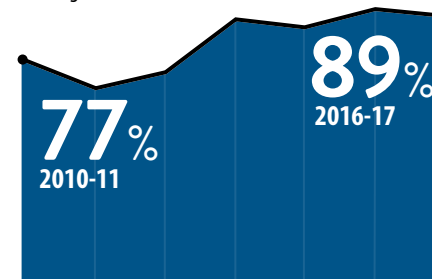
GAP CHANGE: Represents the ▲ increase or ▼ decrease in the achievement gap between 1) Students of Color and White students and 2) between students in poverty and those not in poverty, baseline to current.



DATA TRENDS

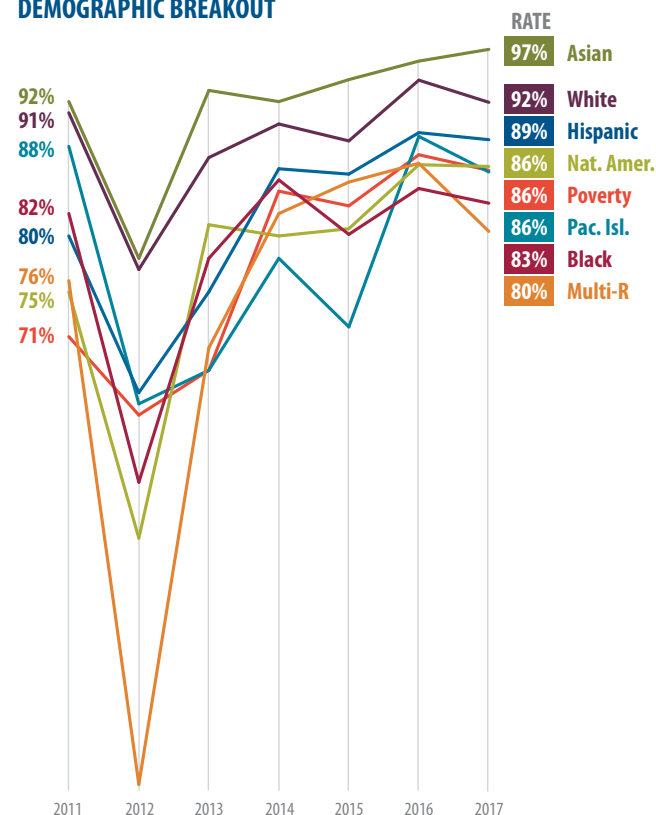
BASELINE TO CURRENT

Passing all or all but one class



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

DEMOGRAPHIC BREAKOUT



*Improved coding methodology has led to more accurate historic rates.

SPOTLIGHT

Engaging Kids through STEM

What do you do when you see that math scores keep holding your students back? At Gray Middle School, math teacher Phill Schmitt gets busy engaging students' hands as well as their minds.

"If kids get disengaged for too long, they get bored," Schmitt said. "The next thing you know, they're behind."

Schmitt believes hands-on STEM education (that's Science, Technology, Engineering and Math), has the power to re-engage. "I learned more geometry in cabinetry than I ever did in geometry class," Schmitt explained.

Schmitt takes learning beyond school hours, where his MESA (Math, Engineering, Science Achievement) club has grown from eight students to more than 90! That dedication is part of why Schmitt was named Washington's 2017 Mona Bailey Outstanding MESA Teacher.

MESA's programs aim to improve both racial and gender diversity in STEM fields. Half of Gray's group is girls and the club reflects Gray's diverse makeup. Schmitt champions that diversity: "No matter what the species, diversity solves problems."



MIDDLE SCHOOL EIGHTH GRADE MATH

KEY FINDINGS

Gains Hold Steady, Gaps Widen

Last year's math gains have remained steady as we measure the percentage of 8th graders passing algebra or geometry with a C or better. White and Asian students and those not in poverty have seen the largest gains and this has led to wider gaps for other Students of Color.

Data-Driven Takeaways

- The 8th grade math gap between poverty and non-poverty students has decreased slightly to 21% in 2016-17, with just 60% of students in poverty achieving a C or better.
- Looking at gender, it is notable that female students are still performing better than their male peers (73% vs. 65%). This disparity has persisted since baseline (2014-15) for this indicator.
- By race, we see students of color are 11 to 20 points below their White peers, except for Asian students. This has led to a gap increase for Native American (+8), Black (+7), Pacific Islander (+5), and Multiracial students (+5).
- By school, we see strong gains by First Creek, Truman, and Meeker (up 19, 17, and 14 points respectively). However, Stewart, Jason Lee, and Gaudrone have each seen large declines (down 33, 20, and 14 points respectively).

GET INVOLVED!

- **Invite** families and students to hands-on STEAM nights in schools throughout the school year.
- **Link up** with the eight Tacoma elementary, middle, and high schools participating in PLU's Tacoma MESA (Math Engineering Technology Achievement) program.
- **Engage in** STEAM-related summer learning and recreation opportunities at GraduateTacoma.org/STEAM.

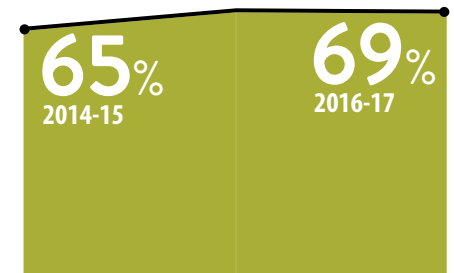
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DATA TRENDS

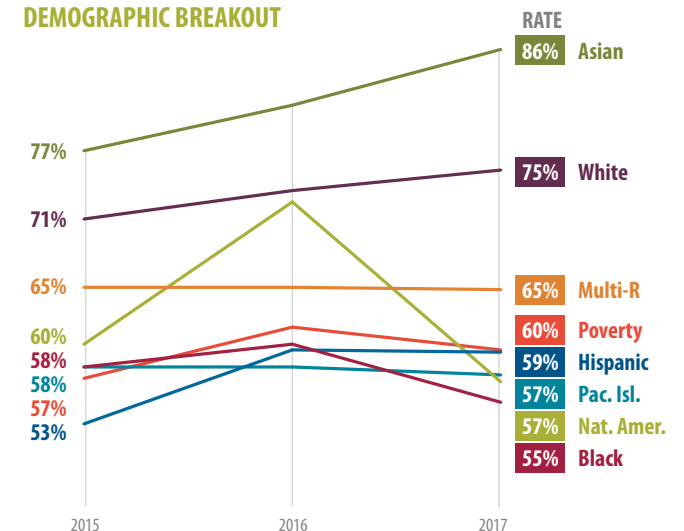
BASELINE TO CURRENT

Passing algebra or geometry



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

DEMOGRAPHIC BREAKOUT



Data Source: TPS



HIGH
SCHOOL

REACHING HIGHER

SPOTLIGHT

Data Guides Early Intervention

Tacoma high schools use data to reach kids. At Foss, Assistant Principal Renee Bailey routinely reviews attendance, behavior, credits, and test scores for 9h and 11th graders. “Red flags are different for different ages: Behaviors and attendance are often the biggest factors in ninth graders’ ability to succeed,” Bailey explains. “In eleventh grade, we look at whether they’re on track to graduate.

“Sometimes we bring in families for their ideas, and we consult with teachers. Most importantly, we ask the student, ‘What do you need to succeed?’”

The data also helps uncover trends in the school population. Bailey explained, “I can ask, ‘What issues are coming up for special ed students? For females? Is there something we should be addressing schoolwide?’” She says when teachers have access to this type of data, they can better collaborate with each other from a whole child perspective.



HIGH SCHOOL

NINTH GRADE ACHIEVEMENT

KEY FINDINGS

3 out of 4 On-Track, Gaps Persist

Though 9th graders are up over our baseline of 72% in 2010-11, we’ve seen a marginal 2-point decline since last year’s high of 75%. However, we’ve moved steadily up from the big drop down to 58% experienced in 2013-14 in the last three years. We continue to keep our eyes on the number of 9th graders passing all or all but one class, and we remember not to look at one year’s numbers as a trend, since each year’s numbers represent a different set of 9th grade students.

Data-Driven Takeaways

- Gaps have increased for all ethnic groups (*see Demographic Breakout, right*), as well as for students in poverty, since 2015-16. The upward trend in the gap between Black and Pacific Islander students and White students has been growing for the last two and three years respectively.
- The wide gaps we see today are related to the sharp decline that many Students of Color and those living in poverty experienced between 2011 and 2014, coupled with the comparative stability for White, Asian, and Non-Poverty students over that same period.

GET INVOLVED!

- **Help** kids get to and stay in school. Chronic absence skyrockets to 45% in high school from 29% in middle school and 18% in elementary.
- **Connect** students to expanded learning programs that encourage school attendance, the importance of good study habits, and staying involved with peers and caring adults.
- **Monitor** student progress in real time. It’s online for all Tacoma students and families through the “Home Access Center” on the TPS website, or download the “eSchoolPLUS Family” app on your mobile device.

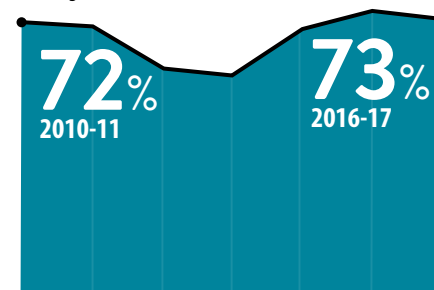
GAP CHANGE: Represents the ▲ increase or ▼ decrease in the achievement gap between 1) Students of Color and White students and 2) between students in poverty and those not in poverty, baseline to current.



DATA TRENDS

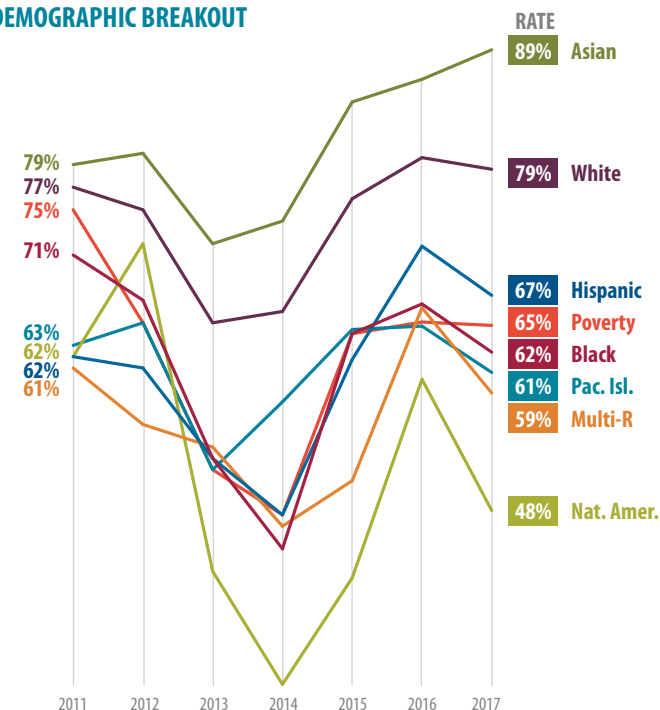
BASELINE TO CURRENT

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.

DEMOGRAPHIC BREAKOUT



Data Source: TPS

SPOTLIGHT

Imagining Differently with CSF

Approximately 26% of Tacoma adults have earned a college degree. That means most TPS students are the first in their family to imagine the possibility of college or technical school. College Success Foundation keeps thoughts of college front and center for students of color, students living in poverty or foster care, and first-generation students. They help kids reimagine themselves and their futures with staff mentors who build trusting relationships with their CSF Scholars before, during, and after school.

In middle schools, CSF helps students build awareness of college and career choices and focus on attendance and academics. When they get to high school, CSF Scholars hear more from their mentors about college planning and readiness, get financial aid search assistance, and participate in summer programming that has them explore actual college experiences.

The high school graduation rate for these scholars is an off-the-charts 97%. Personal relationships keep that rate high, according to CSF Executive Director Shanna Lamar. She explains that CSF is planning to launch an app that allows mentors to keep in touch with kids from middle school right through college and to provide a tether of support once the kids head off to college, a time of transition when students can use the support of their mentors to help make their college dreams a reality.



HIGH SCHOOL

COLLEGE ENTRY EXAMS

KEY FINDINGS

Participation Close to 100%, Score Gaps Persist

The increasingly pervasive college-bound culture at TPS includes free SAT college-entry exams offered during the school day (not on weekends, when it can be harder for kids to get to test sites). TPS has also made it possible for kids to take the test as early as the spring of their junior year. Those policy changes have given SAT participation a boost at TPS: This year, 98.7% of all seniors completed the test.

For the past four years, TPS has removed the financial and scheduling barriers to taking the SAT for all students, who also have more opportunities than ever before to take the test prior to their senior year. Across the board, students are taking the test more often; on average, increasing from 1.3 times taken among 2014-15 seniors to 1.7 times taken for the 2017-18 class.

We have re-established a baseline for College Entry Exams since the College Board significantly updated the SAT exam itself in recent years. Class of 2017 seniors had an average composite score of 1036, outperforming last year's 1024. Though still below their more affluent peers, students living in poverty have seen a tremendous gain in both their average composite score and in total participation over the last year. Gaps have closed in the proportion of students meeting the standard for the Reading section. However, they remain wide for both the Math and Writing components (*see right*).

GET INVOLVED!

- **Host** a FREE SAT Prep Course. Start by visiting CollegeBoard.org.
- **Visit** CollegeBoard.org to take free practice exams and download SAT Prep tools.
- **Challenge** students with a word of the day or an equation of the week leading up to the free test.



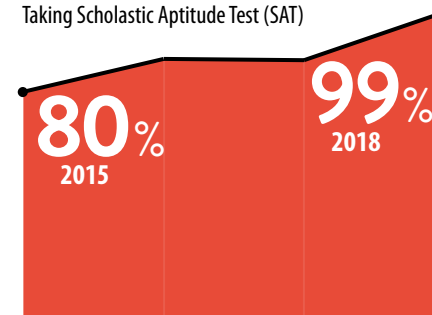
DIG DEEPER:

Visit GraduateTacoma.org/Data to dig deeper into the data!

DATA TRENDS

BASELINE TO CURRENT

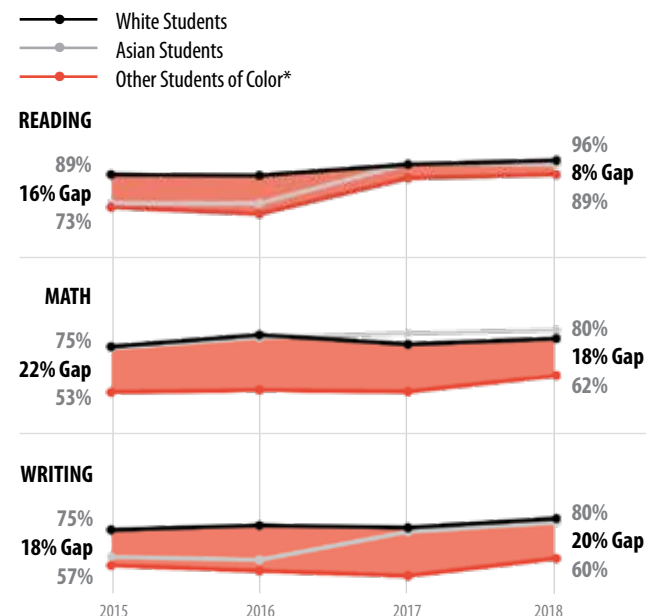
Taking Scholastic Aptitude Test (SAT)



AIMING HIGHER GOAL: Increase the percentage of 12th graders who take the SAT. Increase the average score on the SAT.

SAT OPPORTUNITY GAPS

Between Students Meeting Subject Standard



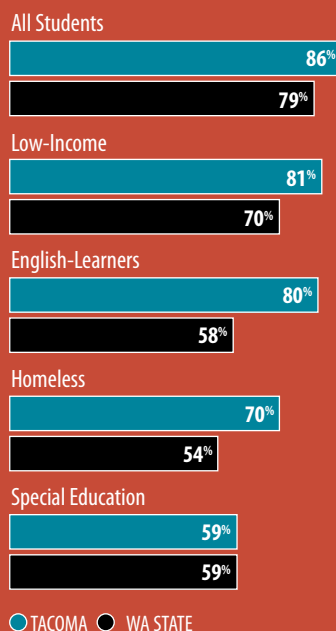
* "Other Students of Color" includes Black, Hispanic, Native American, Multi-racial and Pacific Islander students, all of whom have experienced persistent opportunity gaps.

DIG DEEPER

Comparing Disparities

Comparing TPS to state data shows a striking difference for Tacoma students in poverty and those with particular needs. Homeless students in Tacoma are graduating at 70%, compared to 54% statewide. Low-income, homeless, and English learning students are all faring better in Tacoma than they are in the state in terms of graduation rates.

CLASS OF 2017 4-YEAR ON-TIME GRADUATION RATE COMPARISONS



HIGH SCHOOL

4-YEAR ON-TIME GRADUATION

Reaching Record High, Gaps Closing

For the seventh consecutive year, the four-year on-time graduation rate has climbed to new record-setting highs. To put this 86% in context, think of it this way: The difference between 55% and 86% is an additional 565 graduates. That number is twice the size of most TPS high school senior classes.

One thing we try to keep in mind, amid this good news: Let's not lose momentum. The rate is up one point from last year. As graduation rates have reached record highs, our challenge is to keep them there – year after year – while maintaining our focus on reaching hundreds of students who still aren't walking across that stage. In the meantime, as we disaggregate this year's data and look at each demographic group, we get a clearer picture.

Data-Driven Takeaways

- We have surpassed the Washington state average graduation rate for the fourth year in a row.
- The gap between our Black and White students has shrunk to 3%.
- A highlight is the 12-point gain made by Pacific Islander students, who are graduating at a rate of 95% (n=38). The gap between Pacific Islander and White students has closed by 35 points since baseline.
- The rates for Asian, White, and non-poverty students continue to climb to 93%, 88%, and 97% respectively.
- Though we see steady graduation rate gains across all Tacoma high schools, Oakland High School is notable for its exceptional gains over 2016 – up 18% to 54%. Foss High School has also made significant gains over the last two years, from 70% to 82%.
- Poverty is a major, persistent barrier to 4-year graduation. The gap has closed only one point since baseline (currently the gap is 17%) and though graduation rates increased from 2013 to 2016, they have stagnated for students in poverty.

GAP CHANGE: Represents the ▲ increase or ▼ decrease in the achievement gap between 1) Students of Color and White students and 2) between students in poverty and those not in poverty, baseline to current.

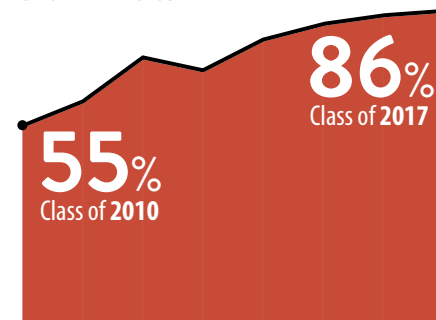


[†] Gap closed.

*2011 is the first year for which we have data that we are able to disaggregate for this measure.

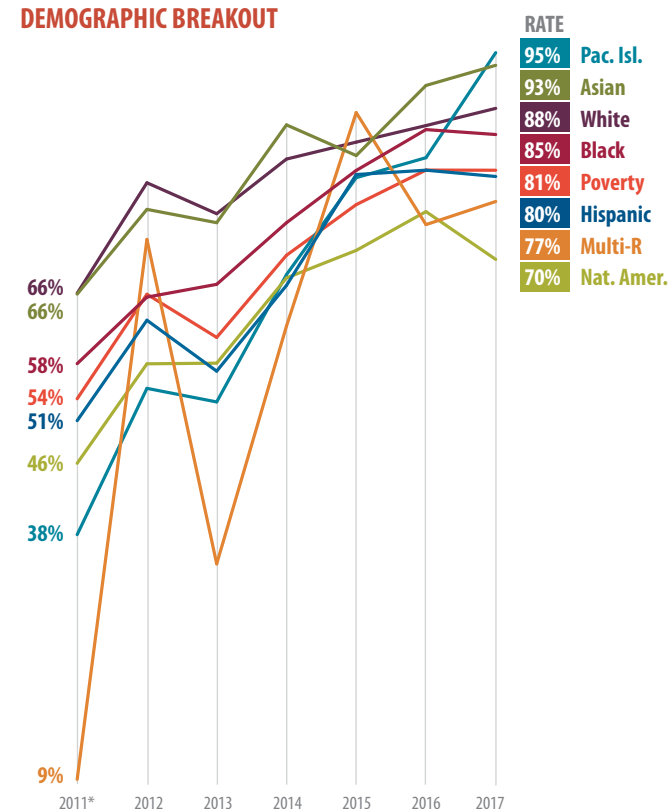
DATA TRENDS

BASELINE TO CURRENT



AIMING HIGHER GOAL: Increase the 4-year on-time graduation rate to 85% by 2020.

DEMOGRAPHIC BREAKOUT



Data Source: Office of the Superintendent of Public Instruction (OSPI)

DIG DEEPER

Reaching Dropouts and Non-Graduates after 5 Years

Re-engagement efforts for TPS students who do not graduate in four years have come a long way. The 5-year extended graduation rate has reached a record-high 89%, but there are still many students not making it all the way through. Here's the opportunity before us: to build a system that tracks and reaches students who drop out or haven't graduated within five years.

Re-engagement was recently the focus of a regional convening of the National League of Cities in Tacoma. Attendees agreed the issue begs the community's attention: If we can track these students, we have more chance to help them graduate high school and transition to college or technical school. Without coordinated efforts, they are largely on their own.

Students who do not graduate in four years can still complete their remaining credit requirements in a fifth year and many do. Those who haven't graduated in five years or who are close to dropping out may take advantage of various re-engagement efforts offered by TPS and several other community partners, including the Fresh Start Program at Tacoma Community College, where students can earn their diploma and/or an associate's degree. Other re-engagement efforts are offered by Willie Stewart Academy, Bates Technical College, Goodwill's REACH Center, and many others.

The challenge is to share data and effective strategies across the community so we can understand better where students end up if they fall outside of the 5-year window.



Class of 2016 Up 30 Points to 89%

We've Topped Our 2020 Community Goal!

When Graduate Tacoma began its work, our community set a bold goal to increase, by 50%, the 5-year extended graduation rate by the Class 2020 – from a low of 58% to 87%. We've reached our goal! The Class of 2016 not only hit the goal, but surpassed it with a record-high 89% – a 52% increase. This is the sixth consecutive year of gains and the second year we've exceeded the state. Our increase here, 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.

Equally as important to our community's original goal around equity: The gaps between White students and Students of Color have closed dramatically across every demographic, with all races graduating at rates above 75%, and most above 85%.

Data-Driven Takeaways

- For the first time, the graduation gap between Black and White students has been erased, with Black students (92%) graduating 3% higher than White students (89%).
- The gap has narrowed to 3% for Hispanic students and 4% for Pacific Islander students and it has been cut in half for Native American students.
- Though the gap has decreased for students in poverty, socioeconomic status continues to be a barrier.
- The gap between students in poverty and those not in poverty has increased over baseline, but is trending back down since 2013.
- The gap between Multi-racial and White students has been cut by 75%.

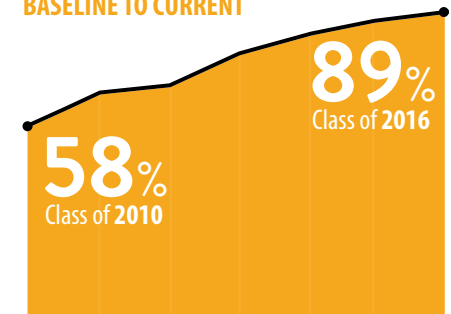
GAP CHANGE: Represents the ▲ increase or ▼ decrease in the achievement gap between 1) Students of Color and White students and 2) between students in poverty and those not in poverty, baseline to current.



[†] Gap closed.

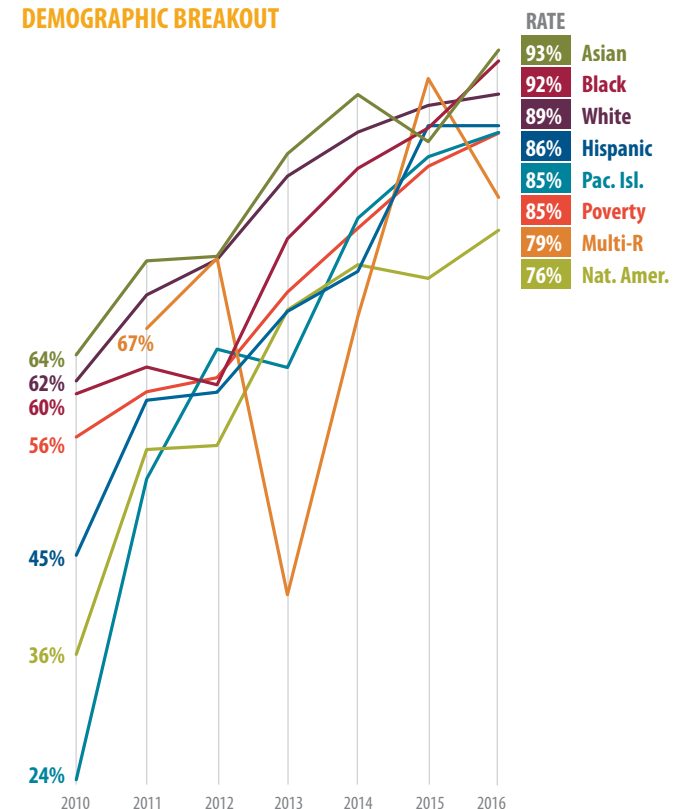
DATA TRENDS

BASELINE TO CURRENT



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

DEMOGRAPHIC BREAKOUT





COLLEGE &
TECHNICAL
SCHOOLS

LAUNCHING CAREERS

SPOTLIGHT

You'll Like Tacoma

Tacoma has again made the list of the 50 Best College Towns in America by independent college review journal Best College Reviews (BCR). Even without what BCR calls a “flagship institution,” Tacoma is a community that contributes to a high-quality college experience and is a great place to stay after graduation. Criteria included livability, cultural offerings, school presence, large employers, and student-to-resident ratio.

What sets Tacoma apart? For starters, our eight institutions of higher learning: four 4-year institutions (University of Puget Sound, University of Washington Tacoma, The Evergreen State College Tacoma, and nearby Pacific Lutheran University,) and four 2-year colleges (Tacoma Community College, Pierce College, Clover Park Technical College, and Bates Technical College). Those institutions, spread throughout the city and into the suburbs, contribute to a culture that draws students to Tacoma. More significantly for the work of our Graduate Tacoma partners: The proximity of these institutions and the culture they are creating are turning many Tacoma students' dreams of attending college into a reality.

Add our overall livability, diversity, natural beauty, and proximity to urban areas, mountains, and Sound, and Tacoma stands out for students.



COLLEGE AND TECHNICAL SCHOOLS COLLEGE ENROLLMENT

KEY FINDINGS

2-Year Declines; 4-Year Increases

College enrollment overall has declined slightly from our baseline in 2010, though there are some data points that bear more attention (*see below*). Our baseline has changed this year because, for the first time, National Student Clearinghouse (NSC) data allows us to more accurately track the students who graduated TPS, enrolled in college within one year, and persisted to completion. This is another example of how our increasing data capacity is helping us get to better numbers that are more reliable and sustainable over time. Sometimes we must shift baselines to incorporate the new data. NSC gives us student-level insights to drive programmatic change; however, we can still explore Education Research and Data Center (ERDC) reporting for a more comprehensive assessment. As we gain data capacity, more robust student-level analysis will be possible.

Data-Driven Takeaways

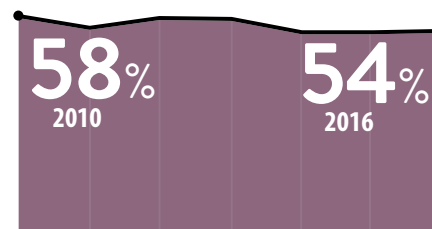
- When we look at all high school graduates (not just the cohort that began in 9th grade), enrollment in two-year institutions is down regardless of socioeconomic status, exhibiting a drop of 12 points from 34% to 22% (NSC).
- Though there has been some volatility year to year in the enrollment numbers for Black students, the percentage enrolled has declined seven points overall since baseline (NSC).
- Looking at ERDC data, trends emerge for all graduates:
 - Among all students enrolling in Washington schools, public 4-year enrollment is up 16% over baseline (now 39%) while public 2-year enrollment is down 12% over the same period.
 - Young men are making bigger gains (24% to 31%) in 4-year enrollment than young women (31% to 35%).
 - Enrollment in 4-year institutions has increased for both students in poverty (+8%) and those not in poverty (+6%).
 - Tacoma has the same proportion of students enrolling in college as Spokane and is just three points below the state average (59%). However, we are well behind Seattle (75%).
 - Enrollment in private and out-of-state institutions has remained relatively flat.
 - By high school we see a wide spread in enrollment rates, ranging from ~15% (Oakland) and 51% (Mount Tahoma) to ~67% (SAMI and Stadium).

Additional longitudinal data regarding college enrollment, persistence, and completion is available on page 15.

DATA TRENDS

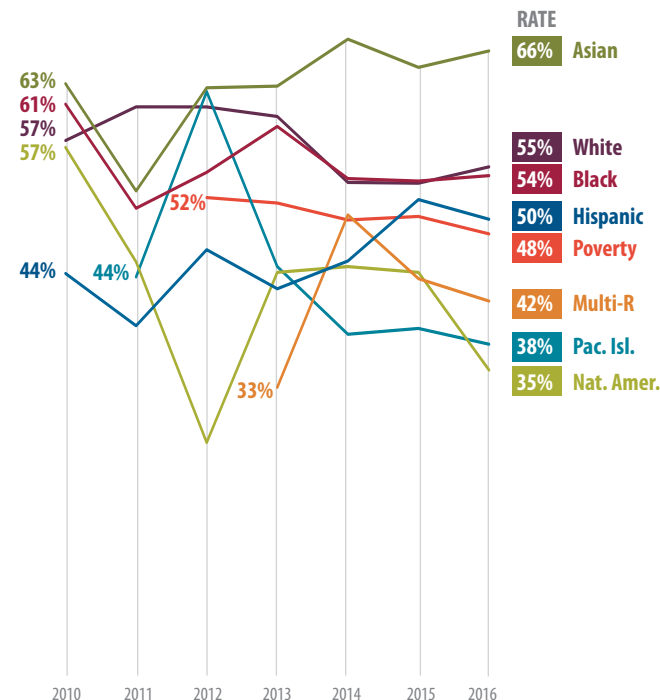
BASELINE TO CURRENT

2- or 4-Year Enrollment within One Year of H.S. Graduation



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.

DEMOGRAPHIC BREAKOUT



Data Source: ERDC - High School Feedback Reports; National Student Clearinghouse via TPS with support from Degrees of Change

SPOTLIGHT

Act Six Boosts College Persistence

About 35% of first generation low-income students entering college complete their degree within six years. But Act Six scholars more than double that percentage. The program sets students up for success beginning in high school, through the critical summer period before freshman enrollment, and throughout college.

Act Six seeks out, selects, and trains a multicultural cohort of emerging student leaders who are awarded full-ride scholarships from partner colleges. Although the scholarship helps immensely, the program's unique support is what ensures student success.

"We have an Inward-Out model," explains Tacoma Site Director Taylor Tibbs. In weekly group sessions for seven months, students first learn to understand themselves and then to draw strength from and give support to the fellow cohort members who will attend the same school. They also learn what to expect in college – culturally, academically, and personally.

"We take a lot of time learning who each student is and how to support them," continues Tibbs. "And they connect with what's inspirational in their own story, their own true drive and true purpose. They can call on that strength to face any challenge or setback."

And they know someone has their back: "We cultivate a feeling of home throughout the training and that feeling goes to school with the students."

COLLEGE AND TECHNICAL SCHOOLS COLLEGE COMPLETION

KEY FINDINGS

Rates Flat, Gaps Wide

This indicator requires community-wide attention. Our Graduate Tacoma partnership goal calls for a 50% increase in college enrollment and completion for the TPS Class of 2020, so we're looking ahead to post-secondary degrees attained within six years, by 2026. Just over one-third (35%) of the TPS Class of 2011 went on to complete a 2- or 4-year degree within six years, down slightly from 37% in 2010.

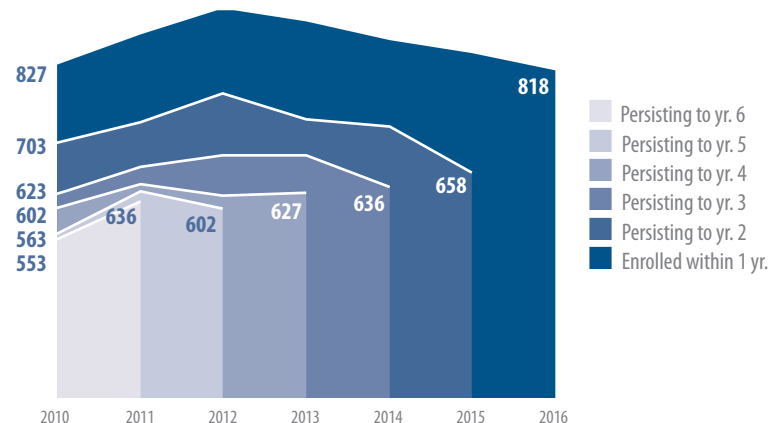
We've moved to National Student Clearinghouse (NSC) data as a new and more consistently available data source, which changes our baseline to the Class of 2010 (instead of Class of 2005). The NSC data is in line with Washington Office of Financial Management (OFM) trends reported in years past.

We see college persistence (either attainment of a degree or continued enrollment in a postsecondary institution) as an early indicator for long-term success. Among students who enroll in a 2- or 4-year program within one year of graduating TPS, the proportion of those who persist to their second year is declining, from 85% (in 2010) to 78% (in 2015). This is a clear warning and an opportunity for action before we see resulting declines in 6-year graduation.

The graph below shows college persistence from two to six years. We can see clearly here that if students are going to leave college, they are more likely to do so within the first two years. To most meaningfully impact college completion rates, community and higher education partners will need to redouble efforts and focus strategies during this critical time.

PERSISTENCE TRENDS BY COHORT (NSC)

Post-secondary persistence among students enrolling in college within 1 year of TPS graduation, by high school graduating class

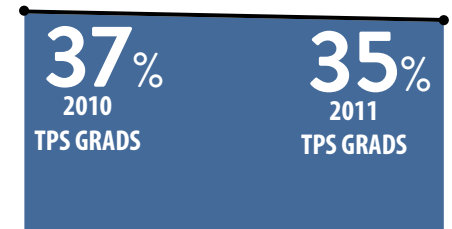


Data Source: NSC via TPS with support from Degrees of Change

DATA TRENDS

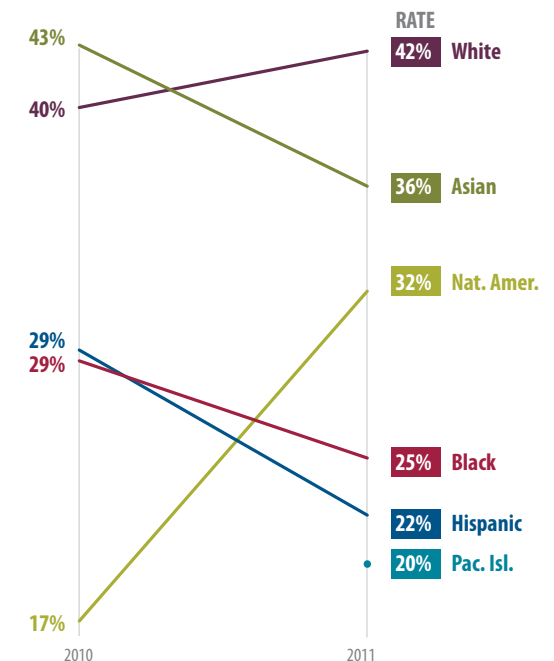
BASELINE TO CURRENT

Certificate, 2- or 4-year degree completion within 6 years of H.S. graduation



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.

DEMOGRAPHIC BREAKOUT



Note: Disaggregation for Multi-racial students is not possible until the Class of 2013; for students in poverty until 2012; and for Pacific Islander students until 2011.

EXECUTIVE SUMMARY

COMMUNITY INDICATORS MONITORING THE GAPS

When Graduate Tacoma partners established our community-built goal, we identified six community indicators in combination with our 11 student indicators (*summarized on pages 16 and 17*). The indicators at right show where the community holds itself accountable for student success.

To date, we have identified measures for three of the six: High Expectations, Out of School and Summer Learning, and Student Attendance (Chronic Absence). Community partners in our Collaborative Action Networks continue to seek meaningful community measures to track progress in Parent and Family Engagement, Social and Emotional Support, and Safe and Healthy Environments.

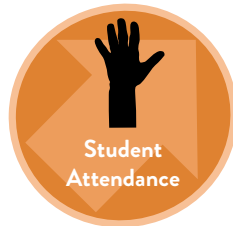
The data visualizations at right present an at-a-glance look at how gaps in opportunity are changing for students over time, according to these measures.

Beside each indicator icon for which we have a measure, we present an overall baseline-to-current graphic (which matches the ones you'll see on the following pages). Next to that is a depiction of the Opportunity Gaps. First we show **Students of Color** who have faced persistent gaps, baseline to current. Asian and White students are shown with separate lines to illustrate the persistent gaps that exist between them and other Students of Color.

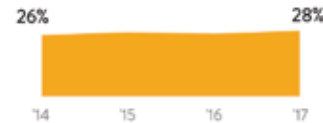
At the far right, we show the Opportunity Gap for **Students in Poverty**, which answers the question, "How are students in poverty (those on free and reduced lunch) faring in comparison to those not living in poverty over time?"

These charts depict the disparities between students that must be narrowed and will remain the center of our focus and action.

INDICATOR AND MEASURE



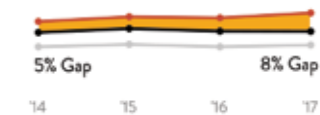
BASELINE TO CURRENT



We measure Chronic Absence as an indicator of Student Attendance, so, contrary to what we aim for in all of our other indicators, we're looking for decreases in this measure

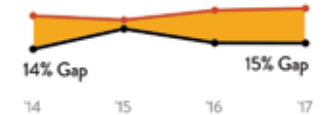
STUDENTS OF COLOR

- White Students
- Asian Students
- Other Students of Color*

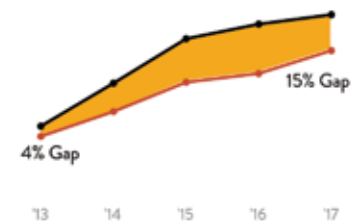
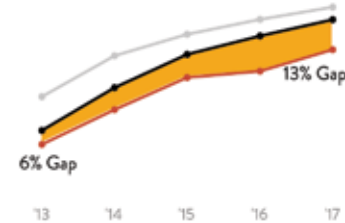
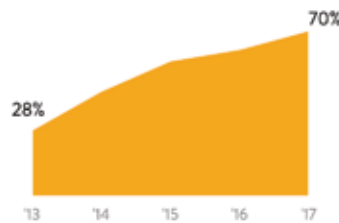


STUDENTS IN POVERTY

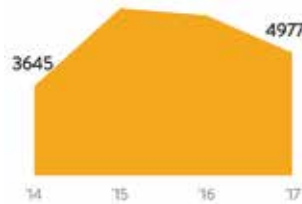
- Non-Poverty
- Poverty



Students enrolled in college-credit-eligible classes



Student participation



NOTE: We are unable to show the opportunity gaps for Out-of-School and Summer Learning because it is a measure of participation, not of opportunity; we can measure characteristics of those who participate, but not of all potential participants.

- * "Other Students of Color" includes Black, Hispanic, Native American, Multi-racial and Pacific Islander students, all of whom have experienced persistent opportunity gaps.
- For information on sources for this data, please see each individual indicator page.



SPOTLIGHT

Peace Keeps Hilltop Scholars on Track

Peace Community Center helps create a culture of high expectations for Tacoma students. “We can be part of the academic, character, and social-emotional development of our Scholars for up to 15 years of their lives,” explains Rosie Ayala, Director of Peace Hilltop Scholars High School and College and Career programs, “We’re hitting mile markers every year with them and coaching them along the way.”

As Hilltop Scholars prepare for post-secondary plans, Peace coaches facilitate discussions about a wide range of “real-world” topics. “Students can’t focus on exceeding at something,” explains Ayala, “if they don’t have foundational skills.”

Those discussions and skills equip students not only to get to college, but also to stay the course once they get there. Scholars in college receive monthly check-ins, regular care packages, and counseling regarding such things as financial aid, tenants’ rights, and how to conquer the many and varied barriers that can stand in the way of persistence.

“The imposter syndrome is a big one,” Ayala says. “Our students can feel like they don’t belong in college. It hits them that they have grown up in a bubble and they think their peers have a better sense of this new world. We talk them through it and help them find ways to change their perspective.”

Despite the challenges they face, 47% of Peace Hilltop Scholars have attained a post-secondary degree. It’s a long game with a big payoff, a childhood’s worth of lessons to learn, and high expectations to aim for along the way.



COMMUNITY INDICATORS

HIGH EXPECTATIONS

KEY FINDINGS

Students Rising to a New Bar

The proportion of juniors and seniors taking at least one academically rigorous course is up six points over last year and up 38 points over baseline. Hidden in the numbers are two encouraging points: First, if you raise the bar for students, they will rise to meet it. Also, students’ apparent level of enthusiasm for these classes didn’t surge and then wane after TPS instituted the policy in 2012-13 by which students are automatically enrolled in college-credit eligible classes and must opt out on their own. They’re staying in the classes and are doing well in them across all high schools.

Data-Driven Takeaways

- There have been 25+ point gains over baseline across every race and ethnicity and among students in poverty.
- The opportunity gap for students living in poverty is still about two times greater than it was at baseline (8% vs. 15%), but these kids have also seen gains, from 29% to 63%.
- By ethnicity, we see strong gains for Students of Color, but still not at the level of White students, resulting in a widening of the gap.
- The level of participation in rigorous classes at Oakland High, where such classes became available just two years ago, has jumped from 1% to 45%.



DIG DEEPER:

Visit GraduateTacoma.org/Data to dig deeper into the data!

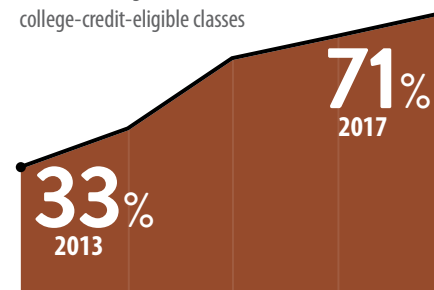
GAP CHANGE: Represents the ▲ increase or ▼ decrease in the achievement gap between 1) Students of Color and White students and 2) between students in poverty and those not in poverty, baseline to current.



DATA TRENDS

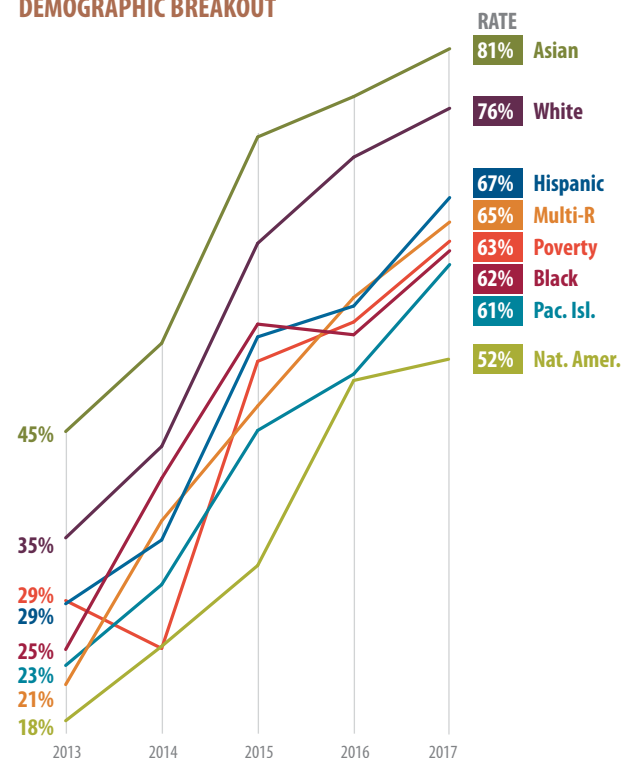
BASELINE TO CURRENT

11th and 12th graders enrolled in college-credit-eligible classes



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

DEMOGRAPHIC BREAKOUT



Data Source: TPS

SPOTLIGHT

Summer Staff Love Summer Blast

Since 2012, Summer Blast has grown from an internal Boys and Girls Clubs training to now serving about 170 front-line program staff from dozens of organizations in Pierce, Kitsap, and King counties.

As it has grown, the training has diversified: Last year's participants praised in-depth sessions on cultural competence and restorative justice, as well as opportunities to learn fun new games to engage youth. The committee planning this June's event also includes representatives from Metro Parks, Broadway Center, YMCA, School's Out Washington, and Graduate Tacoma.

"After Summer Blast, staff members go into their summer programs with a lot more confidence," explains Boys and Girls Club Director of Program Services Kory Eggenberger. "Choosing from a wide array of trainings, staff are able to pick what skills they can put in play right away."

The benefit for kids is that all the adults they encounter are speaking the same language. "Since we're all serving the same kids, they see that consistency and respond to it," says Eggenberger. "And they're just having more fun because the staff is better prepared!"



COMMUNITY INDICATORS

OUT OF SCHOOL & SUMMER LEARNING

KEY FINDINGS

Building Data to Inform Practice

Though we are still making improvements to collection and reporting capacity, an increasing number of our out-of-school and summer learning partners are collecting student-level data. That allows us to deepen our understanding of program participation, but there is more work to do. The data on this page reflects only *a portion* of Tacoma program providers – those who are collecting and sharing their data with us. This is the first year we have been able to use student-level data to disaggregate according to measures other than race and poverty; we can now begin looking at characteristics of summer learning such as duration, quality, and relation to in-school academic performance.

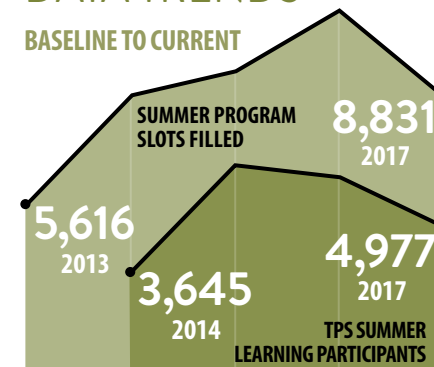
The student-level data not only allows us to identify the students we are reaching with summer opportunities, but more importantly, the students we are not reaching. The data has provided a clear roadmap to the needs of South End and Eastside students who have fewer accessible opportunities and are less likely to be enrolled in any summer programs at all. The result: Partners have targeted and refined their efforts in those geographical areas and have collaborated to provide a guide to all summer programming at [SummerLearningTacoma-Pierce.org](https://www.summerlearningtacoma-pierce.org). Plans are afoot to expand the website to include out-of-school programming throughout the year.

Data-Driven Takeaways

- More than 300 programs from upwards of 32 out-of-school and summer learning providers can be found at [SummerLearningTacoma-Pierce.org](https://www.summerlearningtacoma-pierce.org).
- Students of Color had, on average, 2.5 more days, and low-income students received an additional 10 days more of summer programming compared to their White and higher-income peers.
- Nearly two-thirds (63%) of students served last summer were K-5th grade, with middle and high school students representing just 30% – potentially a needed area of expansion.
- Students living in poverty represent 56% of TPS student program participants.
- On average, TPS program participants were enrolled in 1.5 summer programs for a collective average of 16 days of their summer.

DATA TRENDS

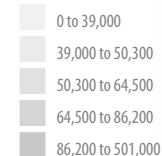
BASELINE TO CURRENT



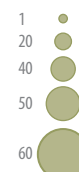
AIMING HIGHER GOAL: Increase the number of students participating in out-of-school and summer learning opportunities. Increase the quality of community programs and strengthen academic content.

TACOMA-PIERCE COUNTY SUMMER LEARNING SITES 2017

2018 Household Income (median)



of Programs



PROGRAMS BEYOND TACOMA
This map shows the spread of partner summer programs listed on [SummerLearningTacoma-Pierce.org](https://www.summerlearningtacoma-pierce.org) throughout Pierce County.

SPOTLIGHT

TPS Takes on Chronic Absence

Attendance is a community indicator – one the Graduate Tacoma partnership tracks in order to determine how to affect it from a broader-based perspective.

TPS has its own attendance measures and systems in place, but chronic absence persists and begs community involvement to reach solutions. TPS staff at all levels work to understand the causes of chronic absence and reverse its upward trend, especially among high schoolers. Here are a few of the things TPS is doing to address the issue:

- High school principals can see data in real time that tells them who's on the verge of chronic absence. They then work with students to get them back on track.
- If a student is absent without parental permission, parents are notified quickly with an automated phone call.
- This marks the second year TPS has sent nudge letters to the parents of students who have missed 10% or more of school days.
- A joint TPS and Graduate Tacoma Attendance Awareness campaign – in collaboration with several community partners – promotes messaging around the importance of attendance.
- Parents and guardians in every student household are provided with an absence tracker, to help monitor their students' missed school days.
- From school to school, rewards and recognition for good attendance vary. Manitou Park Elementary, for example, has been particularly successful in this realm.
- When it comes to truancy, TPS has taken a whole-child approach, working with students to understand their individual situation and find solutions to meet their educational needs.

Next steps for TPS include assessing their efforts and making adjustments. It's worth reiterating that the solutions to chronic absence will require action and support from educators, parents, and community partners – all working together.

COMMUNITY INDICATORS

ATTENDANCE

KEY FINDINGS

Absence Rates Call Attention to Disparity

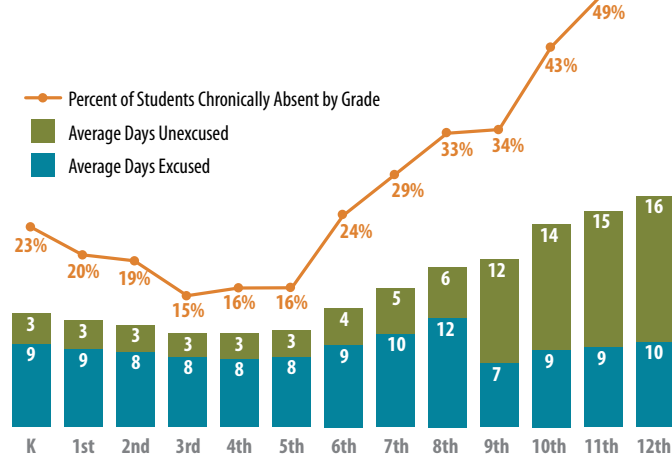
To track attendance, we measure chronic absence (missing 10% or more of the school year, excused or unexcused). The overall rate of chronic absence has remained stagnant since 2013-14, inching up one point this year to 28% since 2016. When we start to pull apart that percentage, patterns become clear.

First, chronic absence levels for elementary and middle school students are relatively low – 18% and 29% on average, respectively. Not until high school does the chronic absence rate start to skyrocket – driven by unexcused absences – to an average of 45%. That is especially true for students living in poverty, who are nearly twice as likely (55%) as their more affluent peers to be chronically absent.

Chronic absence gaps by race and poverty begin to widen in high school: In elementary school, Students of Color post as “chronically absent” from 5 to 14 points more often than their White peers. By high school, the gap in chronic absence among Students of Color expands to 14 to 26 points, nearly double the middle school levels. Chronic absence rates for Black and Pacific Islander students have risen across the district in nearly every grade since 2014-15 (on average, up 3% and 5% respectively). Elementary students in poverty lag behind those not in poverty by 12%. That gap has almost doubled by the time those students are in high school (22%).

CHRONIC ABSENCE (18+ DAYS) – 2016-17

UNEXCUSED VS EXCUSED ABSENCES

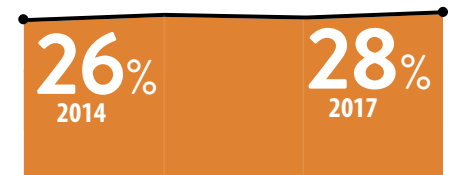


Data Source: TPS

DATA TRENDS

BASELINE TO CURRENT

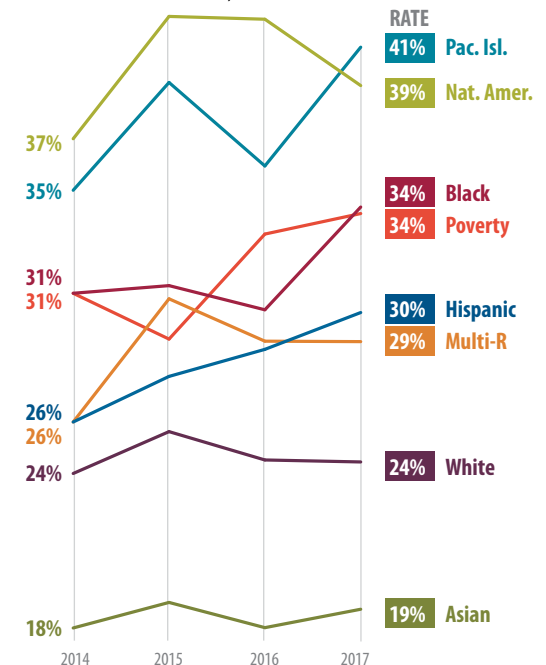
Chronic Absence, K-12 Average



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

DEMOGRAPHIC BREAKOUT

TPS Chronic Absence Rates, Grades K-12



SPOTLIGHT

Parent Advisory Council Invested in Student Success

With 24 kids between them, members of Graduate Tacoma's Parent Advisory Council (PAC) lead busy lives, and have a vested interest in the work they're doing on behalf of Tacoma students. Six of the nine PAC members have some connection to teaching, whether they're current teachers, hold Bachelor's or Master's Degrees in education, or act as their children's soccer coaches, so they know how critical parent engagement is from an educator's perspective. All of them are dedicated to fostering the success of every child in Tacoma Public Schools.

The Council meets monthly, rolling up its collective sleeves to engage families through school activity nights, represent Tacoma families in conversations throughout the community, spread awareness of the importance of family engagement, and create a culture in Tacoma where families feel empowered to collaborate with educators and youth service providers. This Council is Graduate Tacoma's link to the third leg of the stool that supports Tacoma student success: Parents, Educators, Community.



2017-18 PAC Members: Rannell Alsteen, Skyline, Truman • Lacey Barker, Early Learning Center, Whitman, Stewart • Sheree Cooks, Sheridan • Aaron Essman, Pt. Defiance, SAMI • Arielle Flesher, Wainwright, Wilson • Sarah Kane, Fawcett • Tiffany Lemmon, Mason • Rebecca Padilla, Sheridan, First Creek • Surtida Shelton, Geiger • Parent and Family Engagement Coordinator: Jenai Fields

COMMUNITY INDICATORS

PARENT & FAMILY ENGAGEMENT

KEY FINDINGS

Engaged Families at the Heart of Student Success

A community of supporting adults sharing responsibility in fostering the success of every child.

As their children's first teachers, families who are engaged in their children's lives contribute to and strengthen the efforts by schools and programs offered by community organizations to help students realize their potential.

Creating a fertile environment in which that collaborative relationship between families and their children's educators can flourish is a main focus of Graduate Tacoma's Parent Advisory Council (PAC).

Established in spring of 2016, the PAC is made up of ten parent leaders from across the city, including some from schools with a majority of students coming from families living in poverty. Their charge is to advance a cultural shift in how Tacoma families, schools, and the

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



community view engagement. That 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 family engagement practices.

After having adopted a definition of parent and family engagement last year (*see above, in blue*), the PAC has set its sights on helping to coordinate and promote events such as family STEAM and reading nights in schools. Using feedback gathered from district families, they also have proposed

recommendations for the district's Parent Involvement Policy to the TPS Community Partnership Office. If adopted, the recommendations would identify measurable outcomes in parent and family engagement, helping both TPS and the community track improvements. As yet, there are no measurable outcomes for this community indicator.

SPOTLIGHT

Gimme an S! Gimme an E! Gimme an L!

Teamwork, trust, empathy: These skills are just as critical for developing young athletes as learning to dribble and shoot. Through the Youth Sports Partnership (YSP), Metro Parks Tacoma, YMCA, and Boys and Girls Clubs have joined TPS to ensure that all students round out their athletic skills with a little SEL (social-emotional learning).

The partnership brings on-site after-school youth sports to all TPS elementary schools. Coaches – mostly volunteers – are being trained in the SEL principles TPS staff use during the school day. They also mentor high-school intern coaches, developing the older students' own SEL skills so they can use and model them for the younger athletes.

Participation in YSP soccer, basketball, flag football, baseball, and volleyball increased 78% in the first year. Metro Parks implements the sports program in 26 schools, YMCA in six and Boys and Girls Clubs in three. TPS provides facilities, buys equipment, and supports other logistics.

“The goal is not necessarily to win,” explains Mary Tuttle, Metro Parks Programs Manager. “The traditional sports model gravitates primarily toward competition, but we’re focusing on good sportsmanship, cooperation, collaboration and the understanding that individual choices affect the whole team. We don’t show scores until fourth grade because the emphasis is for kids to build character as they learn the fundamentals of each sport.”



COMMUNITY INDICATORS

SOCIAL-EMOTIONAL SUPPORT

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

KEY FINDINGS

Tacoma's SEL Movement Gaining Momentum

Social and emotional learning (SEL) is the process through which children, adolescents, and adults 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.

Inspired by Tacoma's Whole Child Initiative (TWCI), Tacoma was chosen as one of just eight communities in a highly competitive national selection process by the Wallace Foundation. The community-wide efforts, coordinated by TPS and the Greater Tacoma Community Foundation, are scheduled to launch in September 2018 in six TPS pilot elementary schools and their associated expanded learning opportunity providers.

What follows this selection is a five-year study and investment in social and emotional learning around the central question: “If urban schools and their afterschool partners work together to improve and align experiences and climate to foster children's social emotional learning, will students benefit?”

The vision for the initiative is that Tacoma students will experience connected SEL environments throughout the day to support the whole child. TPS educators and staff are working with expanded learning opportunity providers to align systems, raise awareness, craft curriculum, and identify measurements of success that – by the time this report is published next year – should give us a baseline for this indicator.



DIG DEEPER:

Visit GraduateTacoma.org/Data to dig deeper into the data!

SAFE & HEALTHY ENVIRONMENT

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

KEY FINDINGS

Bringing Student Needs to Homelessness Conversation

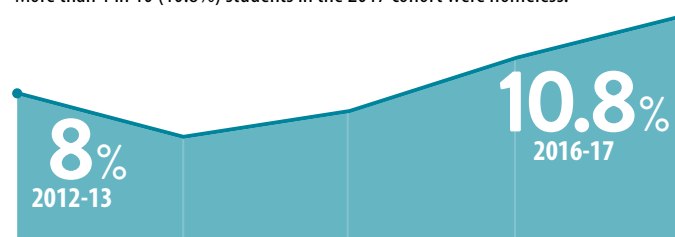
This indicator is also one for which the partnership has yet to identify a measure with reliable data for tracking. In the meantime, Tacoma has declared homelessness a public health emergency, with an estimated 250 families with children experiencing homelessness daily. Lack of affordable housing, poverty, and unemployment are the chief causes of homelessness for adults and their families here. The majority of homeless youth report the cause as either being kicked out of their homes or leaving them as a result of abuse. Shelter options for unaccompanied youth experiencing homelessness in Tacoma are extremely limited and the need continues to increase (*see below*).

At TPS, the federal McKinney-Vento Homeless Education Assistance Act ensures that students experiencing homelessness receive educational stability, supplies, food, tutoring, and transportation.

We know that homelessness and its considerable residual effects can lead to academic and social-emotional issues that can become significant barriers to graduation and future success. Graduate Tacoma networks must work to understand the crisis and continue to elevate youth in the larger conversations about homelessness in Tacoma.

HOMELESSNESS RATES BY 4-YEAR HIGH SCHOOL COHORT

More than 1 in 10 (10.8%) students in the 2017 cohort were homeless.



Data Source: Office of the Superintendent of Public Instruction (OSPI)

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919 South 9th St., Tacoma, WA 98405
253-272-1600



DIG DEEPER:

Visit GraduateTacoma.org/Data
to dig deeper into the data!



THANKS TO YOU

The Graduate Tacoma partnership is reaching Tacoma students and impacting student improvement because of an inspired community, all rowing in the same direction with Tacoma Public Schools. The people pictured here – and many more – are behind the progress we've made. They continue to put their time, talent, treasure, creativity, and passion behind this work. At the center? The achievement and success of every Tacoma student.

COMMUNITY PARTNERS



Every Child. One Community. Cradle to Career.

