

SPENDING MORE TIME

“In 2011, Lincoln High School earned a state innovation designation for its work piloting Lincoln Center, a “school within a school” providing students with 450 extra instruction hours over the course of their high school career. Due to the proven success of the students who voluntarily participated in Lincoln Center, all of Lincoln High School has since adopted the extended day, homework help, and academic advising model. Lincoln 2.0 amplifies student success with more challenging coursework, designated time for career exploration, and an increasing number of classes taught at the honors or Advanced Placement level.

The Extended Day program at Lincoln High School offers students an additional class period during the day for enrichment and additional support in the form of homework help, mentorship, and postsecondary planning.

Seminar class allows us to know our students better and offer more responsive instruction. It’s proving to be an important resource for student success because relationships we develop with our students allow us to push them both in their classes as well as in planning for the future. With this, we are furthering Lincoln’s goal to have every student connected to a trusted adult.”



Patrick Erwin is Principal of Lincoln High School.

COMMUNITY INDICATOR HIGH EXPECTATIONS

Graduate Tacoma began tracking High Expectations in 2013 when Tacoma Public Schools began reporting data on rigor course completion. This includes participation in Advanced Placement, International Baccalaureate, College in the High School, and Running Start.

Changing Metrics Matters

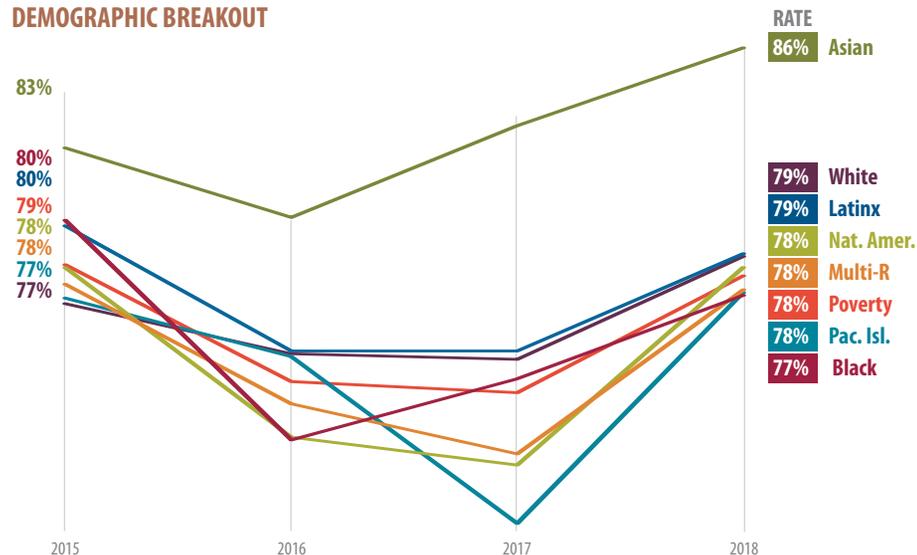
Our results in this indicator, however, speak to the shifting and dynamic nature of reporting and evaluating education data.

OSPI and TPS are both in the process of rebuilding their public data dashboards, and TPS is revising its academic rigor metrics to match OSPI methods going forward. Therefore, TPS is unable to update their findings until after publication of this report due to data migration and budget constraints.

At the same time, OSPI has started tracking Career and Technical Education participation and including it in dual credit measures for all high school students. We have not previously connected this information to High Expectations and have historically tracked only 11th and 12th grade students. TPS has been a statewide leader in apprenticeship training and Career and Technical Education for high school students and will be expanding this area dramatically in the coming years. We feel OSPI’s new system of tracking is very close to our community-defined High Expectations measure and plan on reporting it moving forward.

This new data set, shown here, resets our measure and re-establishes our baseline to 2015. We are confident that the OSPI measure will only improve over the coming years, allowing us to do more granular breakdowns by grade and demographic.

DEMOGRAPHIC BREAKOUT

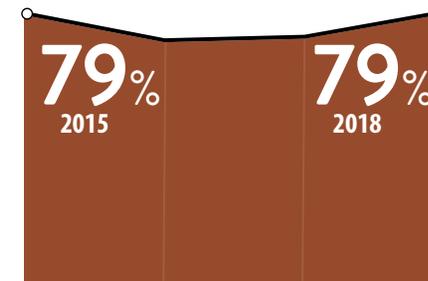


Data Source: Office of the Superintendent of Public Instruction (OSPI)

DATA TRENDS

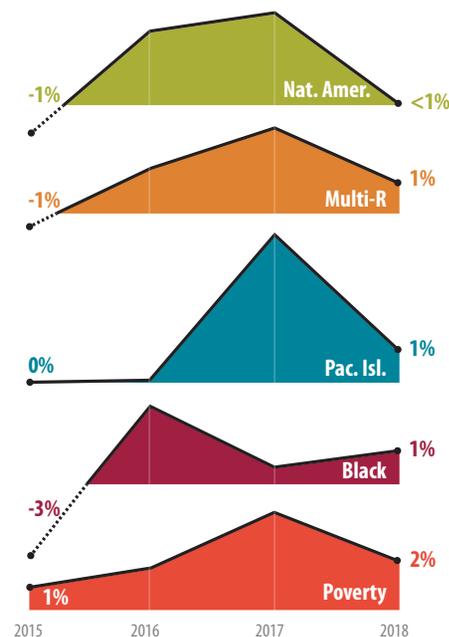
BASELINE TO CURRENT

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.

MULTI-YEAR GAPS Represents the increase or decrease in the achievement gap between students of color and White students and between students in poverty and those not in poverty, baseline to current.



Note: Asian and Latinx students historically always perform above White students.