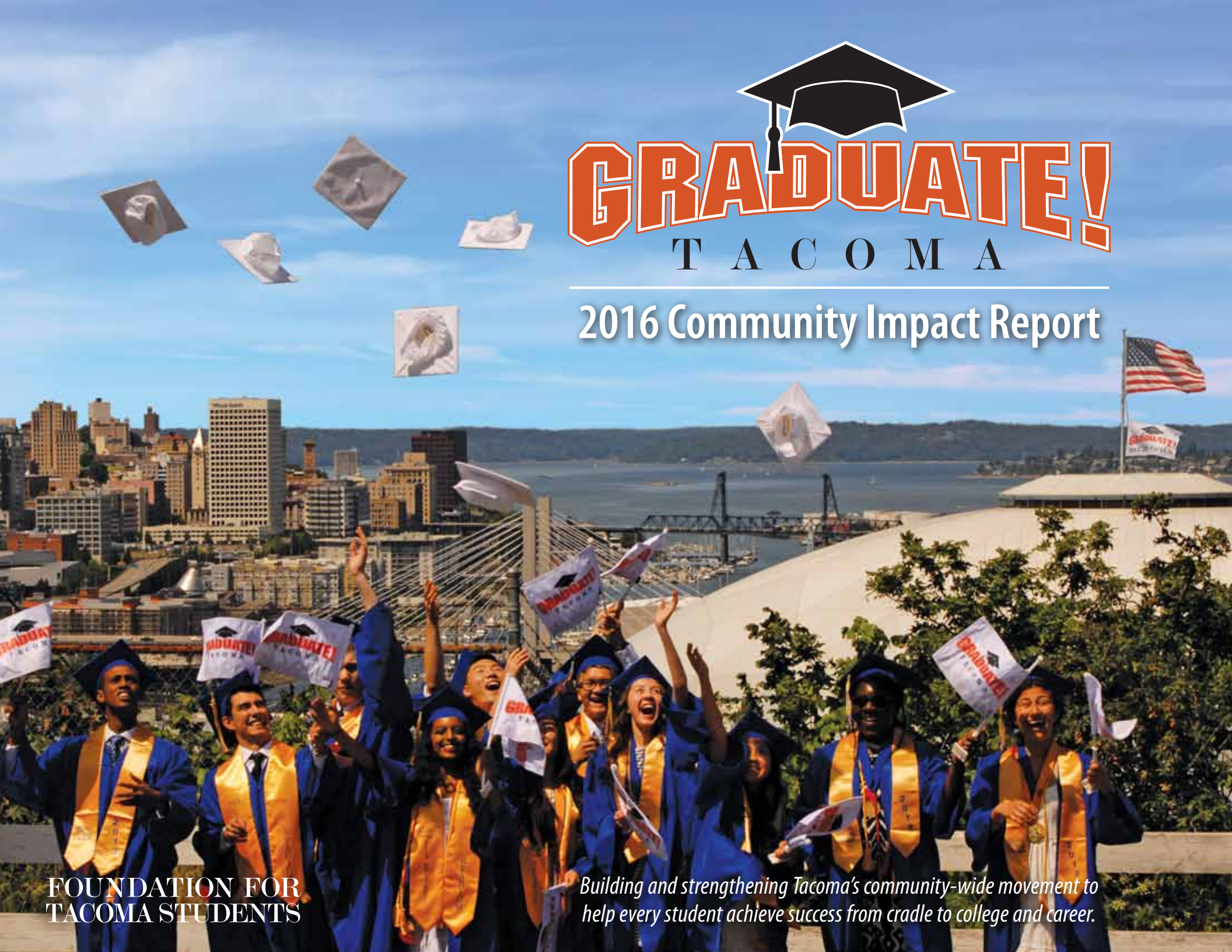
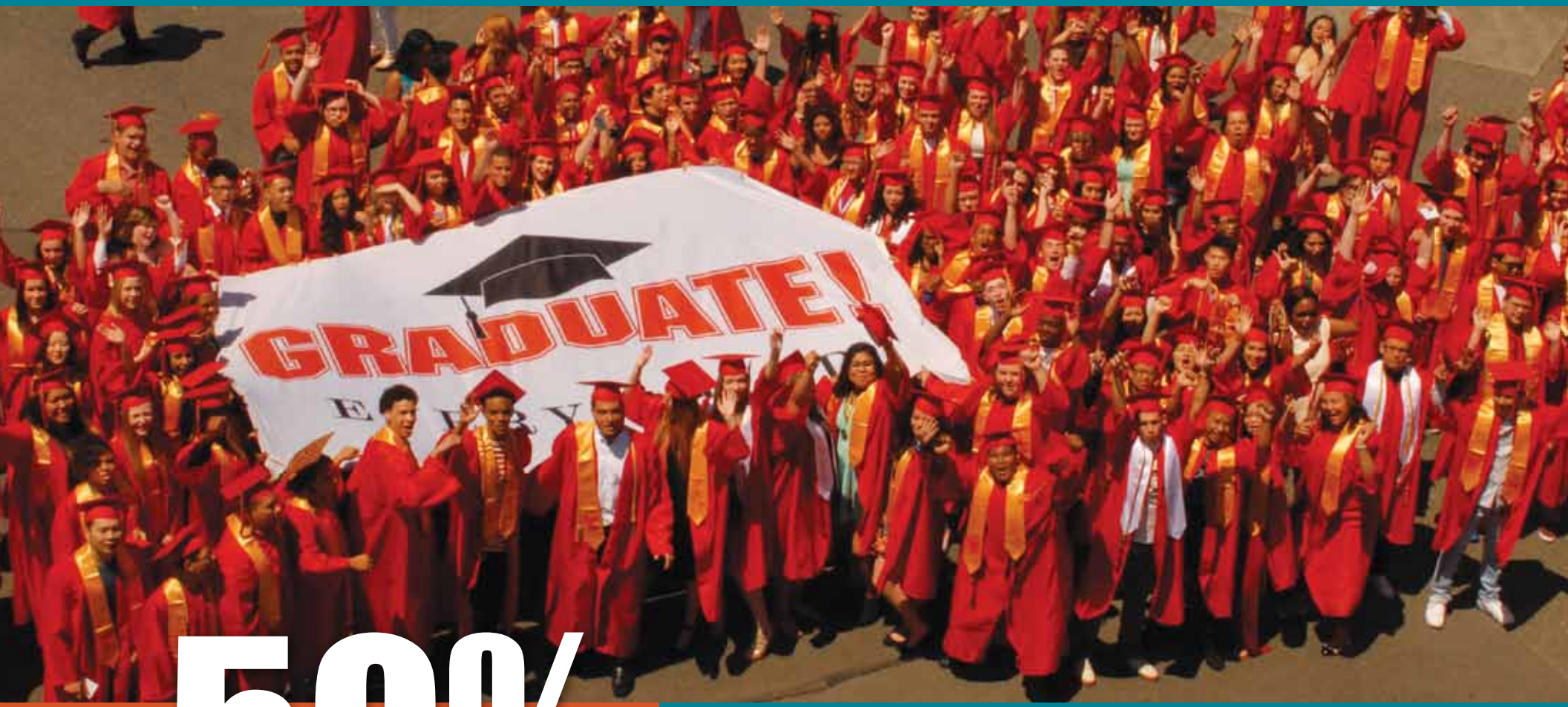


GRADUATE! TACOMA

2016 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.



50%

Tacoma's Community-Built Goal

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

Community Compass for Student Success

The 2016 Student & Community Impact Report isn't just a technical report we release once a year. It's our community's compass, giving us the strategic direction to keep improving student success every day.

Since 2013, the Graduate Tacoma community movement has used this annual guide to measure student progress and help parents, educators, and the community adapt to these constant changes and align shared strategies, youth programs, community initiatives, systems, and resources. Our student and community indicators highlight what's working and what should be brought to scale, as well as challenges that require more intentional focus to close gaps in access, opportunities, and student achievement.

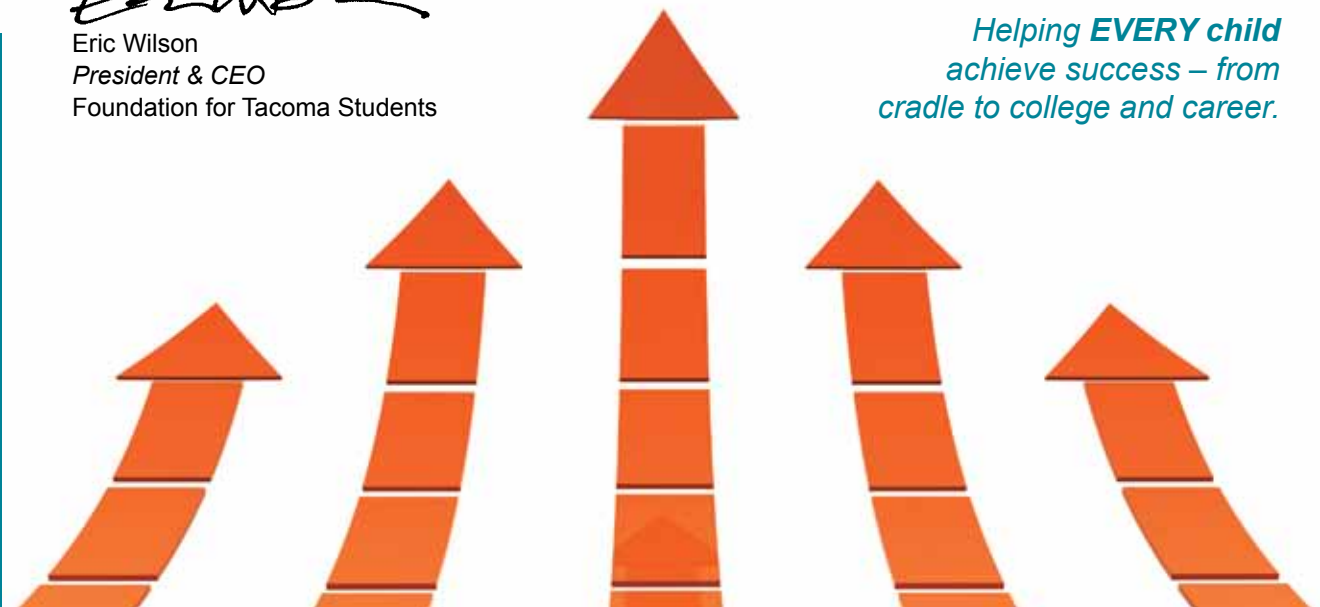
I'd like to extend a special thanks to our Community Partners and the Collaborative Action Networks that contributed to this report and inspire our collective work every day. Also, thank you to Tacoma Public Schools for their commitment to authentic community partnership, and alignment with our student and community indicators.

As you'll read in the coming pages, we are making great strides, but there's still much to be done and it will take a sustained community-wide commitment to realize our shared goal.

Thank you all for your partnership. Together, **WE WILL** Graduate Tacoma!

Eric Wilson
President & CEO
Foundation for Tacoma Students

*Helping **EVERY child** achieve success – from cradle to college and career.*



2016 Community Impact Report

Tacoma's Community-Built Goal
Introduction 1

Graduate Tacoma!
- About Graduate Tacoma! 2
- Collective Impact 3
- Tacoma by the Numbers 4

Action Networks
- Early Learning & Reading 8
- Out of School & Summer Learning 10
- College Bound Support 12

Student Indicators
- Cradle to Career 14
- EARLY LEARNING
  - Developmental Screening 17
  - Participation in Quality Preschools 18
- ELEMENTARY SCHOOL
  - Ready for Kindergarten 20
  - Third Grade Reading 21
- MIDDLE SCHOOL
  - Sixth Grade Achievement 23
  - Eighth Grade Math 24
- HIGH SCHOOL
  - Ninth Grade Achievement 26
  - College Entry Exams 27
  - High School Graduation 28
- COLLEGE AND TECHNICAL SCHOOLS
  - College Enrollment 31
  - College Completion 32

Community Indicators
- High Expectations 34
- Out of School & Summer Learning 35
- Attendance 36
- Parent & Family Engagement 37
- Social-Emotional Support 38
- Safe & Healthy Environment 38

Thanks to You 39
- Community Partners 40

Get Involved 41

Why it Matters

More than two-thirds of the experiences and learning opportunities that shape a child's life occur outside of the classroom. **Graduate Tacoma is taking a community-wide approach to ensure that every child has access and opportunities for quality learning.** Kids need the community at different times. Graduate Tacoma is about reaching them when and where they need us.

About Graduate Tacoma!

Vision:

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

Mission:

To build and strengthen Tacoma's community-wide movement to help every child achieve success from cradle to college and career by aligning goals, data, resources, and partners.

Values:

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

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

Accountability
We trust in collective ownership and shared responsibility.

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

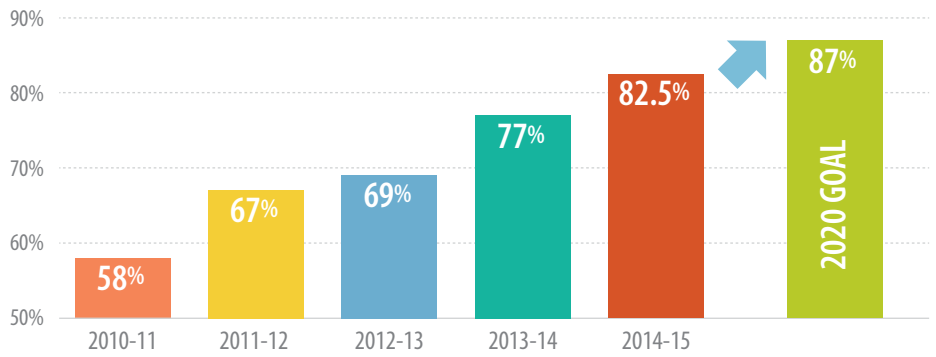
Inclusion
We are strengthened by diversity and inclusive of all community voices.

Boldness & Courage
We are ambitious because our community deserves nothing less.

Innovation
We test and try new ideas and actions.

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

5-YEAR EXTENDED HIGH SCHOOL GRADUATION RATE



Our Story

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

The Tacoma community came together like never before. Graduate Tacoma was born. **We demanded a different way forward, built on high expectations, informed by transparent student and community data, grounded in shared responsibility, and guided by an unwavering belief in the potential of every child.**

Today, the community-wide movement is nearly 200 Community Partners strong from every neighborhood in our city. We are parents and educators, early learning and higher education, youth and community service, business and labor, civic and philanthropic, government and communities of faith.

Together, we are proving poverty is not destiny. By the Class of 2015, the 4-year on time graduation rate hit a record-high 82.6%, despite nearly two-thirds of our students living in poverty. And the college enrollment rate for the 4-year cohort increased by 30 percent from 33% to 43% since 2010. Together, we are showing our children that Tacoma is their "City of Destiny."

Collective Impact – It's What We Do

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

Build Shared Community Goal

Forge and keep focus on our community-built 2020 goal to increase, by 50%, both the high school graduation and college or technical school completion rates and close gaps in access, opportunities, and achievement.

Measure Student & Community Indicators

Collect, share, and analyze data with the community around a common set of "cradle to career" measures. The data guides evidence-based decision making and collective action, helping identify what's working, fix what's not, and reach the students in greatest need.

Organize Collaborative Action

Organize the power of shared goals, aligned strategies, and results-based actions to advocate and impact student success through three Collaborative Action Networks; Early Learning & Reading, Out of School & Summer Learning, and College Bound Support.

Align Resources & Sustainability

Coordinate with community partners to initiate or redirect resources – time, talent and treasure – toward data-to-action practices on a continuous basis and engage the collective community to ensure long-term sustainability.

Student Profile

Poverty is NOT Destiny

29,439 K-12 STUDENTS

34,930 STUDENTS when factoring highly mobile students entering and leaving during school year

1,782 PRESCHOOL STUDENTS
Enrolled in one of 33 TPS Preschools

64%* STUDENTS IN POVERTY
Highest % in Poverty in WA of 10 largest Districts

58% MAJORITY STUDENTS OF COLOR
Most multi-ethnically diverse in WA

14% SPECIAL EDUCATION STUDENTS

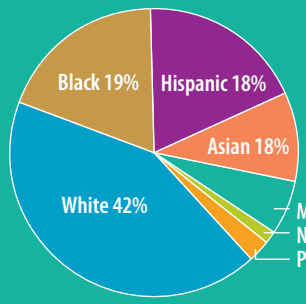
10% TRANSITION BILINGUAL STUDENTS

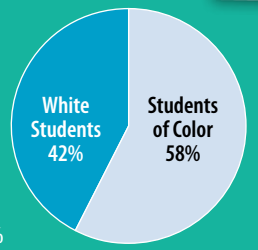
82.6%
CLASS OF 2015 H.S. GRADUATION RATE
Record-high, 5th year of gains since 55% in 2010

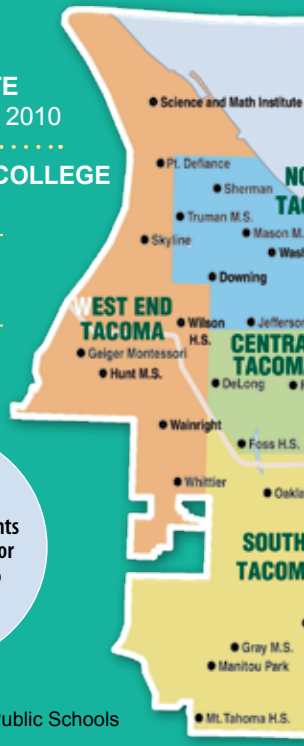
61%** TOTAL GRADUATES IN 2013 HEADED TO COLLEGE
Graduating Seniors (regardless of cohort)

43% CLASS OF 2013 ENROLLED IN COLLEGE
(Students in Class beginning in 9th Grade)

39% COMPLETING COLLEGE
4th year of gains from 31% in 2010







Data sources: ERDC. OSPI, Tacoma Public Schools

City Profile

"3rd" Tacoma "City of Destiny"

LARGEST CITY IN WASHINGTON

205,159 PEOPLE IN TACOMA

135,190 JOBS IN TACOMA

3,928 CHILDREN BORN IN 2014

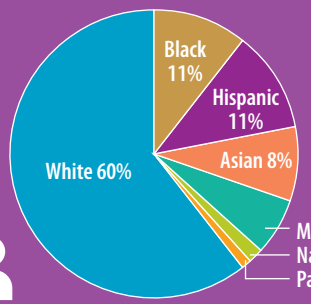
20 BIRTHRATE PER 1,000 POPULATION

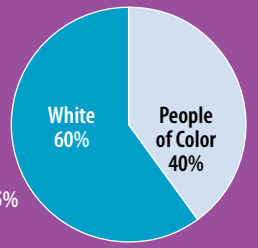
40% PEOPLE OF COLOR

21% FAMILIES WITH CHILDREN IN POVERTY

8 COLLEGES & UNIVERSITIES
(Tacoma & Pierce Co.)

30,000+ STUDENTS ENROLLED IN LOCAL COLLEGES & UNIVERSITIES





Data sources: American Community Survey, Employment Security Department, U.S. Census

$51,269 MEDIAN HOUSEHOLD INCOME
($60,294 Washington State)

51% HOME OWNERSHIP RATE

26% ADULTS WITH COLLEGE DEGREE

10% SINGLE PARENT HOUSEHOLDS

* Poverty measured by students who qualify for free & reduced lunch. **This number is an estimate- ERDC reports the % of h.s. graduates in a given year who enroll in post-secondary education (total students who received a diploma, independent of cohort). In order to estimate the % of students overall (not just h.s. graduates) who enroll in post-secondary education, we multiply the % of TPS grads enrolling in college (cohort independent) by the 4-year grad rate (cohort dependent). Assuming that the % of h.s. grads who enroll in college in a given year is roughly equivalent, regardless of their particular cohort, this is a fairly accurate approximation.

Tacoma by the Numbers

District Profile

Tacoma Public School District

#3 3RD LARGEST DISTRICT ENROLLMENT

1,842 CLASSROOM TEACHERS

95% CLASSES TAUGHT BY "HIGHLY QUALIFIED" TEACHERS

63% TEACHERS WITH MASTER'S DEGREE OR MORE

Data sources: OSPI, Tacoma Public Schools

71% RECORD-HIGH VOTERS SUPPORTING LAST SCHOOL IMPROVEMENT BOND (2013)

67% VOTERS SUPPORTING LAST SCHOOL OPERATIONS LEVY (2014)

8 HIGH SCHOOLS

10 MIDDLE SCHOOLS

35 ELEMENTARY SCHOOLS

33 PRESCHOOLS, MOST WITHIN ELEMENTARY SCHOOLS

1 HIGH SCHOOL RE-ENGAGEMENT CENTER

Other Districts

Larger Districts by Comparison

Data sources: OSPI, ERDC, American Community Survey, U.S. Census

STUDENT ENROLLMENT

TACOMA	29,348
SEATTLE	51,918
SPOKANE	29,355

% ADULTS (25+) WITH COLLEGE DEGREE

STATE	32.3%
TACOMA	25.5%
SEATTLE	57.2%
SPOKANE	28.6%

HIGH SCHOOL GRADUATION RATE

STATE	78.0%
TACOMA	82.6%
SEATTLE	77.0%
SPOKANE	84.5%

MEDIAN HOUSE VALUE

STATE	$257,000
TACOMA	$207,000
SEATTLE	$437,000
SPOKANE	$158,000

% FAMILIES IN POVERTY WITH CHILDREN

STATE	15.0%
TACOMA	21.1%
SEATTLE	11.2%
SPOKANE	20.0%

% 4-YEAR COHORT ENROLLING IN COLLEGE (Class of 2013)

STATE	47%
TACOMA	43%
SEATTLE	53%
SPOKANE	46%

TOTAL POPULATION

TACOMA	205,000
SEATTLE	668,000
SPOKANE	212,000

MEDIAN HOUSEHOLD INCOME

STATE	$60,000
TACOMA	$51,000
SEATTLE	$67,000
SPOKANE	$42,000

% SINGLE PARENT HOUSEHOLDS

STATE	8.4%
TACOMA	10.3%
SEATTLE	4.8%
SPOKANE	9.9%

Collaborative Action Networks

Programs and services for young people have served Tacoma and communities throughout the country for generations.

We have seen hundreds of individual programs, organizations, and initiatives work to **solve overlapping local challenges.** These efforts have traditionally fought for the same resources with mixed results.

Graduate Tacoma is different. Organizations providing youth services are **working together** to achieve a greater collective impact.

There is powerful synergy when organizations **EMBRACE ALIGNMENT**. Graduate Tacoma currently has three stakeholder groups, called **COLLABORATIVE ACTION NETWORKS**, actively working to improve student achievement by focusing on Early Learning & Reading, Out of School & Summer Learning, and College Bound Support.

SPOTLIGHT

Connecting Care Providers with Schools

Building Connections, a program that is coordinated by the Early Learning & Reading Network, is just one of the ways our coalition is working to increase the demonstrated skills of entering kindergarteners through the WaKIDS assessment.

Building Connections brings together elementary school teachers with child care providers who typically serve three and four year olds, to better understand the characteristics of kindergarteners in 6 developmental areas; social-emotional, physical, language, literacy, cognitive, and math.

Building Connections creates meaningful connections between childcare providers, preschools, and elementary educators so knowledge is exchanged – sooner than later – about individual students as well as how to better serve all young students in the transition from preschool to elementary school. This knowledge, along with shared professional development between child care providers, preschools, kindergarten teachers, principals, and community, helps identify the support children need earlier than ever before.

50%

The percentage of kindergarten students demonstrating the characteristics of entering kindergarteners in 6 of 6 developmental areas (WaKIDS assessment).

Early Learning & Reading

Our Purpose

This Network is dedicated to increasing the number and percent of students demonstrating the characteristics of entering kindergarteners in 6 of 6 developmental areas (WaKIDS assessment) and the number and percent of students reading proficiently by the end of third grade.

Our Focus

The Early Learning & Reading Network is dedicated to increasing access to books and increasing reading proficiency for children age 0-5, as well as increasing the number of students reading at or above grade level by the end of third grade. The Network is dedicated to collaboration and engagement with parents and families. It's also committed to reaching children earlier, through developmental screenings at age 0-3, along with referrals that address physical or learning challenges so children don't fall behind.

What We're Doing

- **Collaborate to build and plant "Little Free Libraries"** in the neighborhoods of Whitman and Reed elementary schools.
- **Invest in the "Book to Home Project,"** where books and reading suggestions are mailed over the summer to the homes of students not reading on grade level.
- **Identify and support reading mentors** who follow up with "Book to Home" students during the school year.
- **Support reading resource fairs,** early learning and reading communication campaigns, and more.

EARLY LEARNING & READING

What's Next

- **Strengthen systems** by supporting early learning community leaders, like First5 FUNdamentals, in establishing mapping of birth-to-three services.
- **Identify the gaps** and opportunities for Universal Developmental Screening.
- **Support pilot projects** that increase the reading proficiency of third grade students not yet meeting grade level standards. For example, Communities in Schools and Pacific Lutheran University now recruit college students for the "Reading Mentor Project" at Whitman and Reed elementary schools.
- **Identify shared understanding** and ways to support parent and family engagement among diverse communities at the elementary, middle, and high school levels.
- **Promote the message** that parents are their child's first teacher and they already have what it takes to spark learning. We'll do this through Parent Engagement Coordinators and messaging campaigns like *Vroom.*

Community Leads

first 5 FUNdamentals of Pierce County

Child Care Resources — Giving every child a great start

children's museum of Tacoma

LIVE UNITED United Way — United Way of Pierce County

pediatrics NORTHWEST PS

Community Partners

- Bamford Foundation
- Big Brothers Big Sisters of Puget Sound
- Campaign for Grade Level Reading
- Center for Strong Schools
- Childcare Resources
- Children's Museum of Tacoma
- Communities in Schools of Tacoma
- First5 FUNdamentals
- Foundation for Tacoma Students
- KBTC Public Television
- Pediatrics Northwest
- Reach Out and Read
- Stand for Children
- Tacoma Community House
- Tacoma Housing Authority
- Tacoma Public Library
- Tacoma Public Schools
- United Way of Pierce County
- YMCA of Pierce & Kitsap Counties

SPOTLIGHT

Expanding Access to the Eastside

For the first time this past year, the Out of School & Summer Learning Network supported new summer learning programs that focused on the Eastside of Tacoma, where access and participation have been lower. The Broadway Center's Folklorico program allowed the network to:

- Expand conservatory-quality performing arts education that is geographically, economically, and culturally accessible for underserved families.
- Support the Network's goal to widen summer learning opportunities in East Tacoma.
- Offer integrated arts/academic content that is engaging and works to prevent "summer slide."

The highly successful program offered four classes, served 31 students, conducted over 48 hours of instruction, collaborated with four credentialed teachers and hosted two large performances for the Roosevelt Elementary community, where each show averaged 60-70 attendees.

72%

The percentage increase in program slots filled over 2013 baseline.

Out of School & Summer Learning

Our Purpose

This Network is dedicated to increasing the positive impact of expanded learning opportunities for diverse cultural, ethnic, and socioeconomic communities of Tacoma students.

Our Focus

The Out of School & Summer Learning Network is committed to expanding equitable access for Tacoma's most underserved students. The Network focuses on the use of data to inform practice and strongly encourages the use of program quality improvement models, such as "Youth Program Quality Initiative," to promote student engagement and effectiveness.

What We're Doing

- **Focus on quality programs for students** and expand access to those who are furthest away from opportunities.
- **Use data** to make informed decisions.
- **Work collaboratively** with 70 community partners to promote more than 455 programs – educational, recreational, arts, and more – to increase summer participation and reduce the "summer slide," learning loss that happens after the summer break.
- **Manage the summer learning website,** SummerLearningTacoma.org, a quick and easy site allowing families to sort for opportunities by neighborhood, cost/scholarship, date, age/grade, and type of program.

OUT OF SCHOOL & SUMMER LEARNING

Courtesy of Point Defiance Zoo & Aquarium

What's Next

- **Increase student participation by 25%** over the 2013 baseline year – the number of students participating in summer learning programs.
- **Increase by 50%** the number of Black and Hispanic students participating over 2015.
- **Expand access** to program offerings for students in underserved neighborhoods.
- **Expand program quality training** to all service providers and teachers who host afterschool and out of school programs.
- **Grow community partner participation** with the Network and the SummerLearningTacoma.org website.

SUMMER LEARNING TACOMA-PIERCE

Community Leads

PEACE COMMUNITY CENTER

THE GREATER TACOMA COMMUNITY FOUNDATION

BOYS & GIRLS CLUBS OF SOUTH PUGET SOUND

METROPARKS TACOMA

the YMCA

Community Partners

- Boys and Girls Clubs of South Puget Sound
- Broadway Center for Performing Arts
- City of Tacoma
- Foundation for Tacoma Students
- Greater Tacoma Community Foundation
- Hilltop Artists
- Metro Parks
- Oasis Youth Center
- Peace Community Center
- Pierce Transit
- Point Defiance Zoo & Aquarium
- Puget Sound Educational Service District
- Safe Streets
- School's Out Washington
- Tacoma Art Museum
- 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

SPOTLIGHT

Supporting Students' Transition

The Catalyst Academy is just one creative grassroots program supported by the College Bound Support Network. This pilot project targeted Tacoma high school graduates intending to enroll at Tacoma Community College.

This intensive leadership training and support program supported students' transition into college. The Catalyst Academy recruited Washington State Need Grant eligible students who intended to enroll in fall 2015 and expressed a desire to succeed in college, grow in leadership, and learn to better serve their communities.

Starting in mid-July, Catalyst Academy met weekly with two professional coaches to establish supportive friendships and grow as a team, hone study and time-management strategies, build intercultural leadership skills, and help wrestle with challenging issues.

83%

Graduation rate of all "College Bound Scholars," a program that provides full tuition and fees to eligible students at any Washington State college or university.

Tacoma College Support Network

Our Purpose

This Network is dedicated to increasing the number and percent of Tacoma Public Schools graduates who enroll in a right-fit college or technical school the year after graduation and who successfully complete a degree or technical certificate, especially students of color and those impacted by poverty.

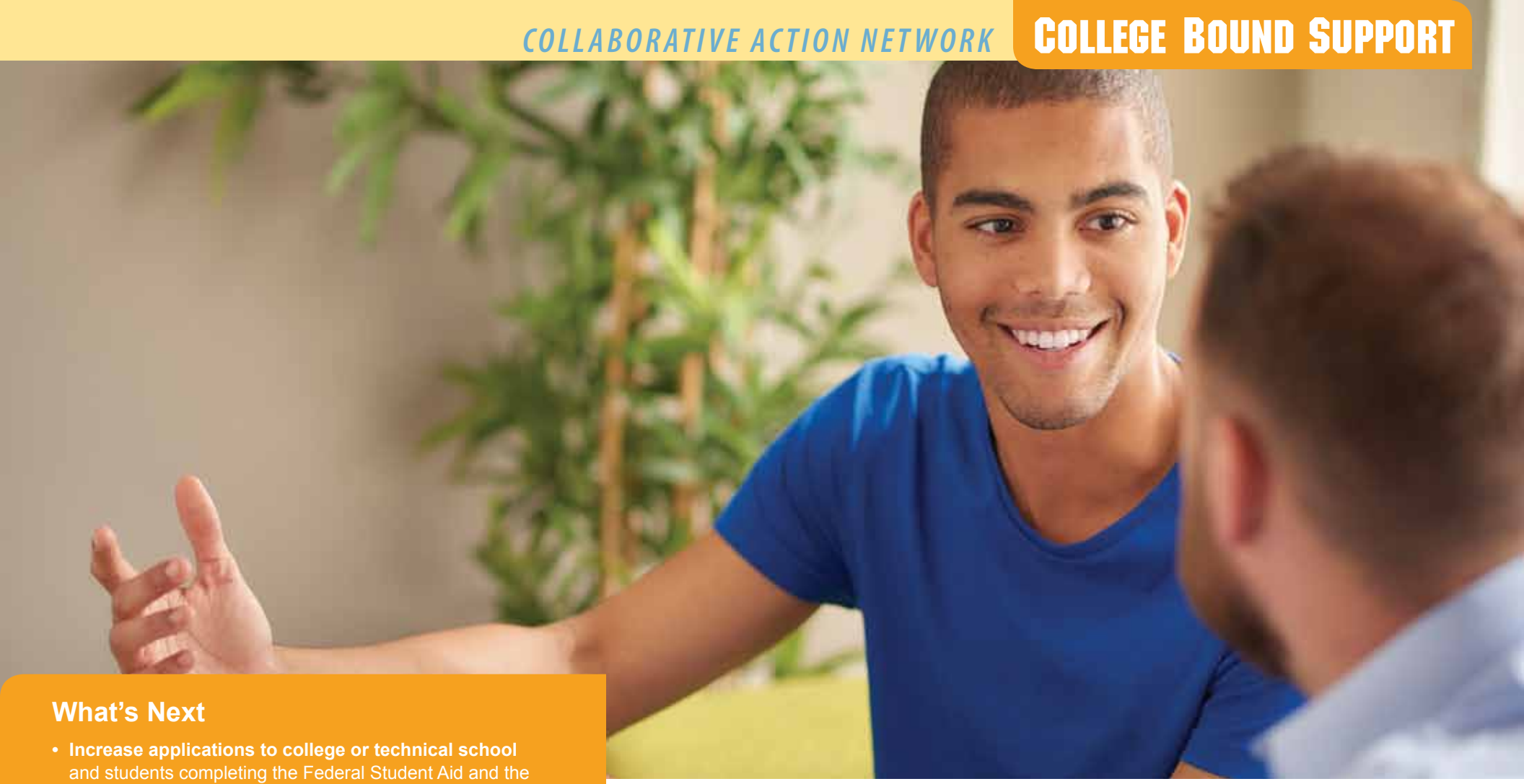
Our Focus

Tacoma College Support Network is dedicated to increasing access and opportunities for post-secondary education and technical or certificated training for all students in Tacoma. Focusing on strategies that help students navigate the pre-admission application and financial aid process, the network seeks to provide meaningful support for students and families. The Network also supports sign-ups for "College Bound Scholars" by the deadline at the end of 8th grade. Eligible students who go on to graduate from high school can receive tuition at any Washington state college or university as long as they remain a student in good standing.

What We're Doing

- **Aim for 100% sign-up** of all eligible eighth graders for "College Bound Scholars."
- **Host the annual "College Bound Saturday"** event and workshops that support College Bound Scholars, attracting over 700 high school students and their parents.
- **Encourage creative achievement programs** and projects to support student outcomes, like "College Depot," a six-week college preparedness program for juniors and seniors.
- **Create college planning toolkits** and checklists with deadlines – each year from 9th through 12th grade – to help students, parents, and families prepare for and navigate the options and the financial aid opportunities for college or technical school.

College Bound Support



What's Next

- **Increase applications to college or technical school** and students completing the Federal Student Aid and the Washington State Opportunity Scholarship applications.
- **Help prepare families** for upcoming changes to the Federal Student Aid application.
- **Strengthen communication** between high school students and higher education institutions to prepare for a smooth transition to college or technical school.
- **Host SAT preparedness workshops** to help increase scores and prepare students for the expected changes to the SAT exam in 2016.
- **Increase the number of students taking the SAT,** a prerequisite at most colleges and universities.

Community Leads

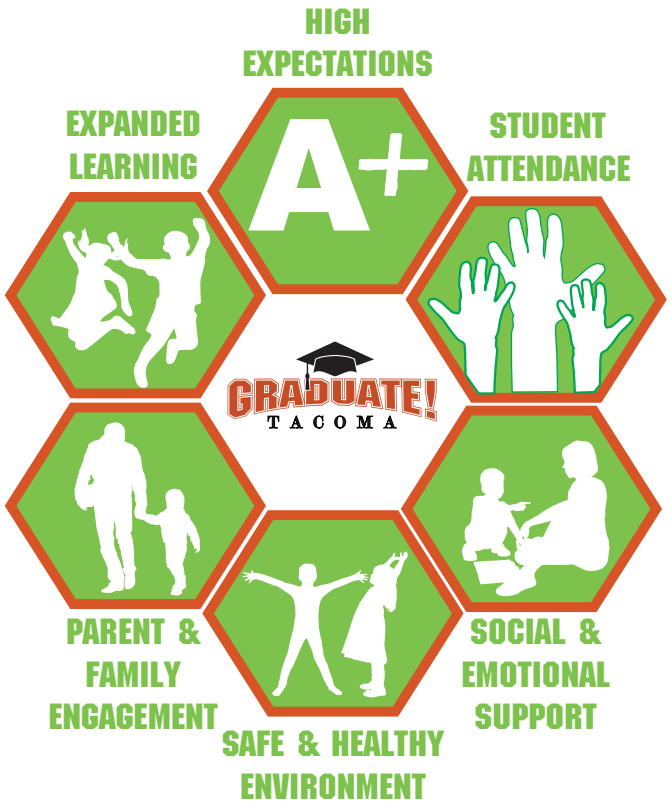
COLLEGE SUCCESS FOUNDATION

TACOMA PUBLIC SCHOOLS

TACOMA

Community Partners

- Act Six
- Bates Technical College
- Center for Strong Schools
- Clover Park Technical College
- College Success Foundation
- Degrees of Change
- The Evergreen State College Tacoma Program
- Foundation for Tacoma Students
- League of Education Voters
- MDC (Metropolitan Development Council)
- Pacific Lutheran University
- Palmer Scholars
- Peace Community Center
- Pierce College
- Tacoma Community College
- Tacoma Community House
- Tacoma Public Schools
- Tacoma South Puget Sound MESA
- University of Puget Sound
- University of Washington Tacoma
- Washington College Access Network
- Washington Student Achievement Council


HIGH EXPECTATIONS
A+
EXPANDED LEARNING
STUDENT ATTENDANCE
GRADUATE!
TACOMA
PARENT & FAMILY ENGAGEMENT
SOCIAL & EMOTIONAL SUPPORT
SAFE & HEALTHY ENVIRONMENT

EARLY SCREENING
QUALITY PRESCHOOL
READY FOR KINDERGARTEN
3RD GRADE READING
6TH GRADE ACHIEVEMENT

CRADLE TO CAREER

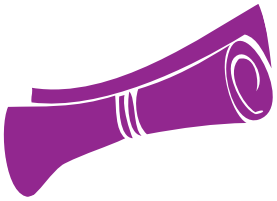
8TH GRADE MATH

9TH GRADE ACHIEVEMENT

COLLEGE ENTRY EXAMS

HIGH SCHOOL GRADUATION

COLLEGE ENROLLMENT



COLLEGE COMPLETION

Every Child. One Community. Cradle to Career.

A child's capacity to learn is influenced by many factors. Long before a child takes part in organized education, parents, family, and friends play a vital role helping to **DEVELOP THE KEY BUILDING BLOCKS** that lay the foundation for learning. The first three years of life, when the brain is developing, is the most intensive period for acquiring speech and language skills. These skills develop best in a world that is rich with sounds, sights, and consistent exposure to the speech and language of others.

COMMUNITY SPOTLIGHT

A Bright Future

Senate Bill 5317, commonly referred to as "Bright Futures," was implemented on January 1, 2016. This legislation called for the Health Care Authority to require universal screening and provider payment for autism and developmental delays as recommended by the "Bright Futures" guidelines of the American Academy of Pediatrics.

"Bright Futures" is an important step in making sure that families are getting their children screened early enough to receive services for intervention prior to entering any organized education system. Senate Bill 5317 recommends that screenings are conducted during well-child visits. As screenings become part of a regular routine during well-child visits, more developmental delays can be identified and addressed early so children are better able to start school on par with their peers.

There is also a statewide collective impact effort called "Help Me Grow Washington," committed to implementing universal developmental screenings statewide. In Pierce County, First5 FUNdamentals has been working closely with "Help Me Grow" to asset map birth-to-three services in our area.

KEY FINDINGS

Importance of Early Screening

Early screening helps detect and address vision, hearing, and other developmental impairments that can affect a child's ability to learn. **Young children have the best chance to enter school on par with their peers when learning and physical challenges are detected and addressed through early screenings.**

Well-child exams in the first years of life help detect developmental delays. Screenings during childrens' 9, 18, and 24-month checkups use the nationally recommended "Ages and Stages Questionnaire" to assess each child's development in five important areas:

- Communication
- Gross motor
- Fine motor
- Personal/social
- Problem-solving

These screenings also open up conversations between health care providers and parents, providing an opportunity to discuss concerns and help decide how best to address them. It also lends an opportunity to connect parents with helpful community resources.

DEVELOPMENTAL SCREENING

AIMING HIGHER GOAL: Increase the number of children screened by age three and age five.

NOTE: Developmental screening data of Tacoma children in their earliest years is not yet consistently available. A measure for this indicator remains important to set and track in the future.

PARTICIPATION IN QUALITY PRESCHOOLS

49%

The increase in Tacoma Public Schools Preschool enrollment since 2010-11.

KEY FINDINGS

Four Years of TPS Enrollment Increases

TPS Preschools

Tacoma Public Schools offers half-day preschool at 33 locations, including most elementary schools, serving over 1,500 students each year. Enrollment has increased over the past four years, representing a 49% increase since the 2010-11 school year.

There have been solid increases in enrollment among Hispanic preschoolers (+57%) since 2010-11, and a significant decrease in enrollment among Black preschoolers (-21%) during the same time period.

Licensed Community Childcare Providers

High quality childcare helps kids get ready for success in kindergarten. In 2012, Washington State introduced a quality rating and improvement system called "Early Achievers." This program uses a simple rating system making it easy for families to consider their licensed childcare options. It also offers providers with coaching and resources to further support childrens' learning and development.

In January 2015, 38% of Pierce County's childcare providers were participating in "Early Achievers," with 98 providers participating in Tacoma. Beginning July 2016, all state-funded childcare providers will be required to participate in "Early Achievers" and future reports will share this new data with the Tacoma community.

NOTE: Reference the Appendix for additional data on this student indicator.

ENROLLED IN TPS PRESCHOOLS – ALL STUDENTS

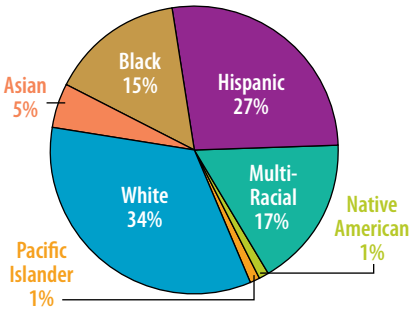
HEAD START, ECEAP, TITLE 1, SPECIAL ED, MONTESSORI

BASELINE (2010-11)	CURRENT (2014-15)
1,199	1,782

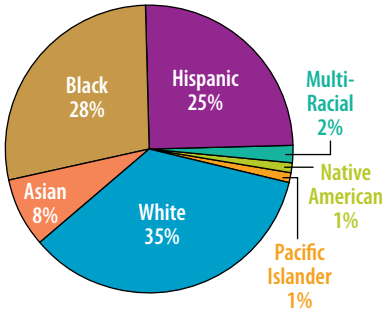
AIMING HIGHER GOAL: Increase the number of children attending Tacoma Public Schools or community child-care/preschools that meet quality standards.

ENROLLED IN TPS PRESCHOOLS – BREAKOUT

RACE & ETHNICITY



CURRENT (2014-15)



BASELINE (2010-11)

Data Sources: Tacoma Public Schools & Child Care Resources, Child Care Resources

Elementary school lays the foundation for a child's **BASIC READING, MATH, AND SCIENCE SKILLS** and sets the stage for a lifetime of academic learning. It's also a valuable time to **BUILD SOCIAL SKILLS**, like how to get along with other children. We need to ensure that children get the early support they need for future success.

20%

"The increase in gap for Hispanic students demonstrating characteristics of entering kindergarteners in 6 of 6 developmental areas. The gap for Black students closed by 10 points in the same time period. Gaps are measured between white students and students of color.

KEY FINDINGS

Modest Gains for Three Years

While there have been modest gains for three consecutive years, **only half of the kids are demonstrating the characteristics of entering kindergarteners in all six developmental areas.**

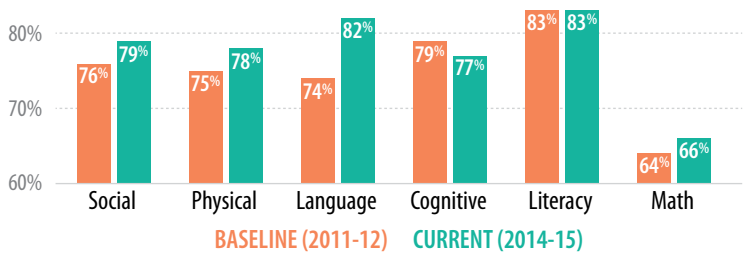
Tacoma assesses every child through the Washington Kindergarten Inventory of Developing Skills (WaKIDS), which includes pre-kindergarten meetings, a six-area developmental assessment, and ongoing opportunities for collaboration between educators. WaKIDS provides families, early learning professionals, and kindergarten teachers a formal process for sharing information so children receive the support they need to be successful in school. It is not a tool to determine whether a child should enter kindergarten.

Assessments are conducted during the first two months of kindergarten as teachers observe each child and note demonstrated characteristics in six key areas:

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

As you can see below, of the six developmental areas, Language has seen the largest increase (+8 points) and Math stands out with the lowest scores (66%) overall. Additionally, a significant 25% gap stubbornly persists between students in poverty and those who are not.

WaKIDS ASSESSMENT – IN EACH DEVELOPMENTAL AREA



WaKIDS ASSESSMENT – ALL STUDENTS

IN ALL DEVELOPMENTAL AREAS

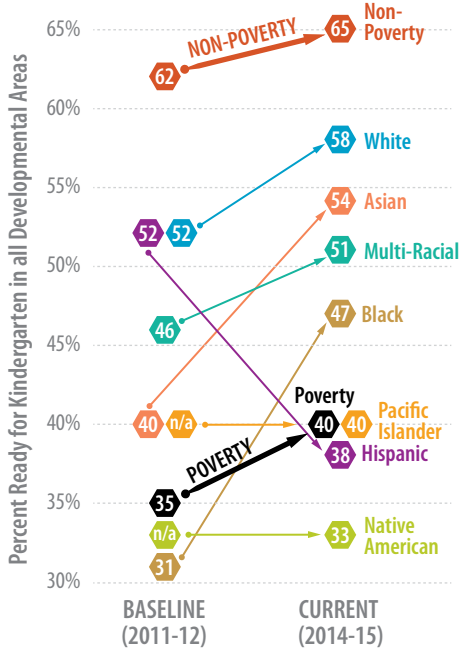
44% → 50%

BASELINE (2011-12) CURRENT (2014-15)

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

WaKIDS ASSESSMENT – BREAKOUT

POVERTY, RACE & ETHNICITY



NOTE: TPS data for 2014-15 includes those students who completed 6 out of 6 tasks. Previous reports included students assessed in any single developmental area.

Data Source: Office of the Superintendent fo Public Instruction & Tacoma Public Schools

THIRD GRADE READING

DATA DIVE

Previous Three Years of Decline

While a new baseline has been established for third grade reading in 2015, recent MSP test results reveal this is still an area in need of additional attention. Scores over the previous three years have steadily declined for both students in poverty and those who are not, with the exception of modest gains for Asian (+2 points) and Pacific Islander (+3 points) students.

MSP data for the past three years showed just over 60% of students reading at or above grade level, nearly 10 points lower than the state average.

The gap between white students and students of color also remains fairly static, around 10% for Multi-racial and Pacific Islander students and just over 20% for Black and Native American students.

The new Smarter Balanced Assessment sets the new baseline with significant room for improvement.

31%

The achievement gap between third grade students impacted by poverty and those who are not.

KEY FINDINGS

New Baseline Set, Gaps Need Closing

Research shows that literacy and reading at grade-level by third grade is fundamental to a child's future success in all subjects. Students who are not reading at grade-level in third grade are four times less likely to graduate from high school, in part because it becomes more difficult to keep up with more rigorous reading required in all classes.

A new test for literacy and language arts in third grade was introduced during the 2014-15 school year. Replacing the Measurement of Student Progress (MSP) test in all Washington State public schools is the Smarter Balanced Assessment Consortium (SBAC), which assesses reading, writing, speaking/listening, and research competencies.

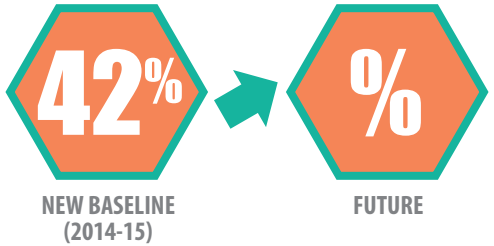
The first year of the new assessment shows significant need for improvement with only 42% of students assessed at grade-level and a major achievement gap (31%) between students in poverty and those who are not. The chart on this page also shows that most students of color are achieving at significantly lower rates.

About Common Core

SBAC aligns curriculum resources with the Common Core Standards, consistent guidelines for student knowledge in Math and English Language Arts/Literacy for grades 3-8 and 11. Washington is among 42 states that have adopted a set of common standards so students can more easily transition as they move between regions or districts. Common Core focuses on developing critical-thinking, problem-solving, and analytical skills.

THIRD GRADE LITERACY – ALL STUDENTS

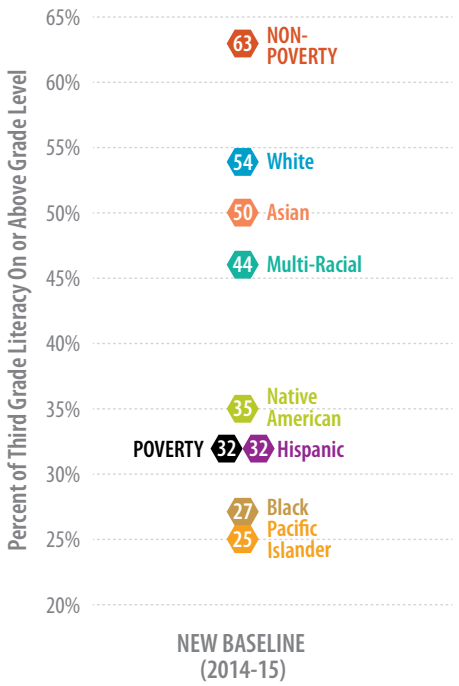
LITERACY AT OR ABOVE GRADE LEVEL



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

THIRD GRADE LITERACY – BREAKOUT

POVERTY, RACE & ETHNICITY



Data Source: Office of the Superintendent of Public Instruction

Middle School years are full of big transitions – socially, emotionally, and in terms of

ACADEMIC PREPARATION FOR SUCCESS IN HIGH SCHOOL.

SIXTH GRADE ACHIEVEMENT

13%

The percentage increase in sixth grade achievement among students in poverty since 2010-11.

KEY FINDINGS

More Than Four Out of Five Kids on Track

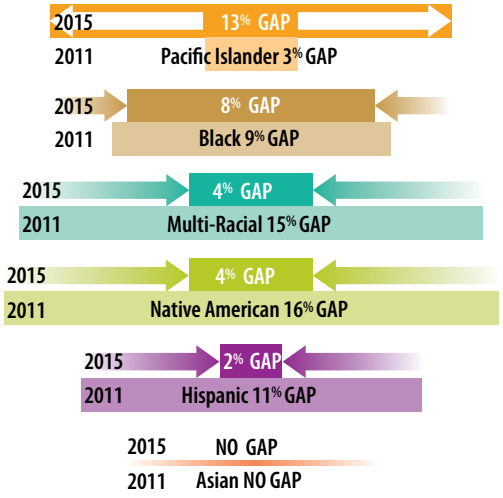
The sixth grade year – both academically and socially – can offer an "early warning" for students who may not be feeling connected or are not keeping up academically. Measuring achievement helps identify problem areas and supports students' needs during this transition.

Overall, students in poverty and most students of color have increased their achievement or stayed the same since 2010-11. In 2015, more than four out of five kids were on track in sixth grade.

Encouragingly, achievement for students in poverty increased from 71% to 80% since 2010-11. There have been modest gains among Hispanic (+6 points) and Native American students (+9 points), but a decline among Pacific Islander students (-13 points) in that same time period.

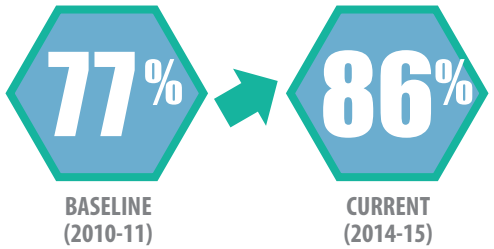
CLOSING GAPS – SIXTH GRADE ACHIEVEMENT

GAP IS MEASURED BETWEEN WHITE STUDENTS & STUDENTS OF COLOR



SIXTH GRADE ACHIEVEMENT – ALL STUDENTS

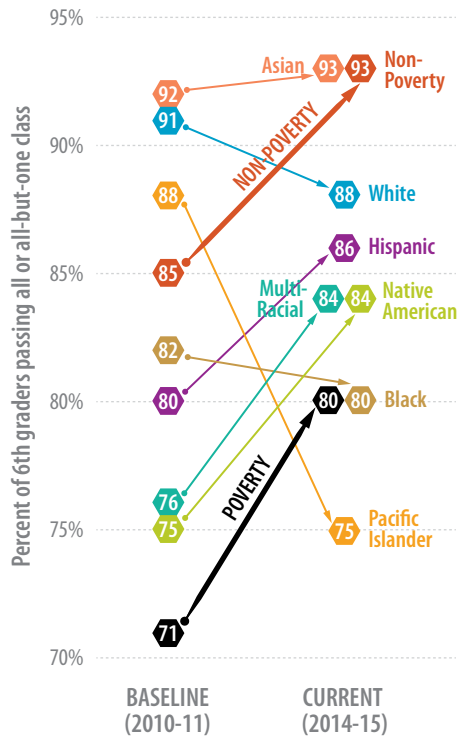
PASSING CLASSES



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

SIXTH GRADE ACHIEVEMENT – BREAKOUT

POVERTY, RACE & ETHNICITY



Data Source: Tacoma Public Schools

EIGHTH GRADE MATH

25%

The gap between students in poverty and those not in poverty who are passing algebra or geometry with a C or better in the first semester. By second semester, that gap decreased to 20%.

KEY FINDINGS

Two-Thirds of Students Achieving C or Better, New Baseline Set

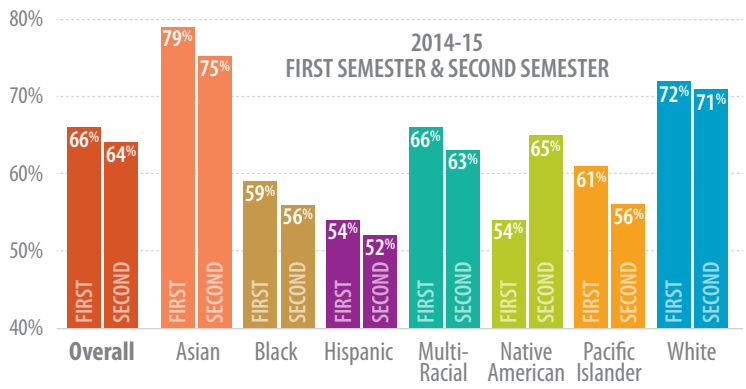
The standard for eighth grade mathematics achievement changed this past year to the percentage of eighth grade students passing algebra or geometry with a C or better each semester. Previously we had measured students passing the end-of-course exam in Algebra, which is no longer in place. Given the change, we have set a new baseline in 2014-15 to measure future progress.

The new baseline data reveals two-thirds of students are passing algebra or geometry with a C or better each semester. With the exception of Native American students, whose performance increased (+11 points) in the second semester, all other students decreased slightly. Students impacted by poverty remain consistent in both semesters with 57% achievement, while students not impacted by poverty decreased (-5 points) in the second semester.

The chart below and to the right shows data for this indicator reported by semester. The baseline number of 65% is an average of the achievement rate for the first semester (66%) and the second semester (64%).

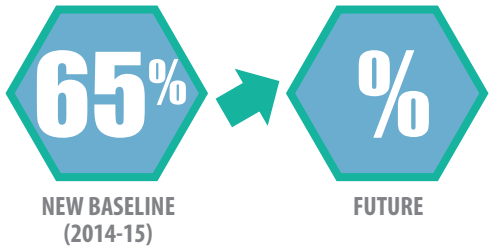
PREVIOUS TRENDS – EIGHTH GRADE MATH

RACE & ETHNICITY



EIGHTH GRADE MATH – ALL STUDENTS

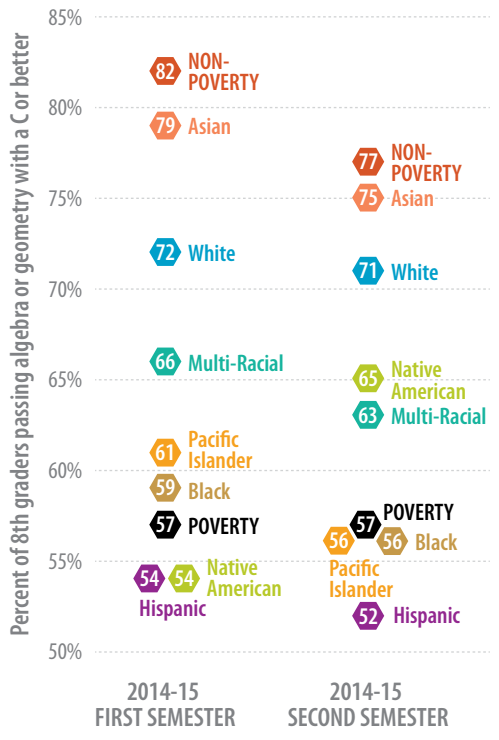
PASSING ALGEBRA OR GEOMETRY



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

EIGHTH GRADE MATH – BREAKOUT

POVERTY, RACE & ETHNICITY



Data Source: Tacoma Public Schools

Students should receive the tools, skills, and confidence necessary to graduate from high school and

PREPARE THEM FOR COLLEGE OR TECHNICAL SCHOOL.

NINTH GRADE ACHIEVEMENT

DATA DIVE

Gaps Widening

While the majority of Student Indicators show progress towards closing gaps, Ninth Grade Achievement is an exception.

Data for students impacted by poverty and those who are not show areas for concern since the baseline year of 2010-11 when there was no achievement gap. In the 2011-12 school year, the gap widened to 19%, and hit a high in 2013-14 at 31%. For 2014-15, the achievement gap narrowed for poverty students to 17%, an improvement over the previous school year, but still an area for attention.

17%

The increase in achievement gap percentage points between students impacted by poverty and those who are not.

KEY FINDINGS

Poverty Gap Persists

The transition from middle school to high school means an increased workload, additional academic and social opportunities, and challenges. Students who fail classes in the ninth grade can fall behind in their credits, making it harder to graduate on time and go on to college or technical school.

The ninth grade indicator for students passing all, or all but one class, has dropped slightly to 70% from the baseline of 72% in 2010-11, but is back up from a low of 58% in 2013-14. Notably, the achievement gap has widened considerably between students impacted by poverty and those who are not (+17 points).

Further detailed data available in the Appendix shows achievement inconsistencies across race and ethnicity. There has been a decrease among Black (-9 points) and Multi-racial students (-7 points) as well as a decline for Native American students (-20 points), particularly in the past three years.

NINTH GRADE ACHIEVEMENT – POVERTY GAP ACTIVITY

GAP WIDENING BETWEEN POVERTY & NON-POVERTY STUDENTS

NINTH GRADE ACHIEVEMENT – ALL STUDENTS

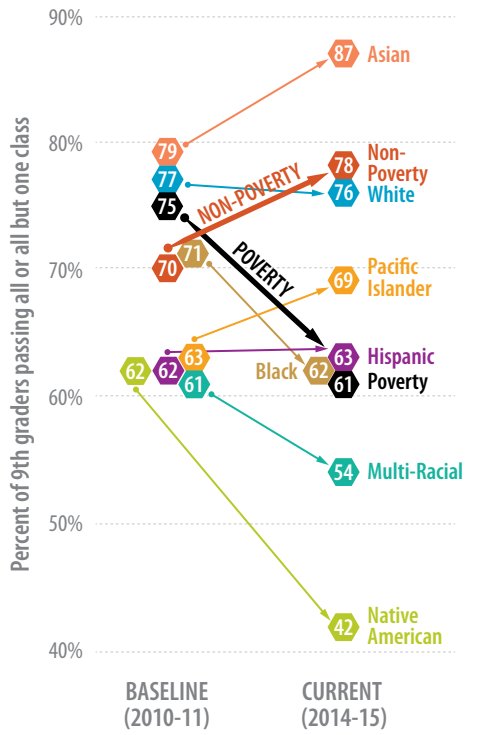
PASSING ALL OR ALL BUT ONE CLASS

BASELINE (2010-11) | CURRENT (2014-15)

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

NINTH GRADE ACHIEVEMENT – BREAKOUT

POVERTY, RACE & ETHNICITY



Data Source: Tacoma Public Schools

DATA DIVE

SAT Scores Decrease, but Signs of Progress

While the number of students taking the SAT is up overall, the scores have declined somewhat from 1,461 in 2010-11 to 1,316 in 2014-15.

But with more students now taking the SAT, there are some more recent signs of progress. Over the past year, both reading and writing scores have increased, while math scores have decreased and overall scores increased slightly. With the exception of Multi-racial and Asian students, every ethnic demographic saw decreases in their math scores.

Additionally, students impacted by poverty declined in reading (-5), writing (-4) and math (-10) scores, while non-poverty students increased in reading (+6) scores, but decreased in both math (-11) and writing (-1) scores.

SAT SCORES

	BASELINE (2014)	CURRENT (2015)
READING	435	441
MATHEMATICS	448	443
WRITING	420	432

97%

Percentage increase in students taking the SAT since Class of 2011.

KEY FINDINGS

Students Taking SAT Up Significantly From Baseline

An important part of our community-built goal is increasing college completion by 50% by the class of 2020. That first requires more students enrolling in college, which further requires proper preparation and college entry exams. When Graduate Tacoma began in 2010, just 39% of Tacoma Public Schools seniors were taking the Scholastic Aptitude Test (SAT), one of the admission tests required by most colleges and universities. This was a huge barrier to realizing the 2020 goal.

Since preparing, participating, and scoring well on college entry exams is such a key milestone for college, for the past two years TPS has eliminated the cost barrier and paid the fees for every senior to take the SAT. The district also covers the cost for PSAT tests, along with administering the tests during the school day, which eliminates student scheduling and transportation barriers.

Because these barriers have been removed, the number of students taking the SAT test has increased considerably – up to 77% in 2010-11.

NOTE: The baseline year for students taking the SAT is 2010-11.
Disaggregated data for poverty, race and ethnicity is available after 2013-14.

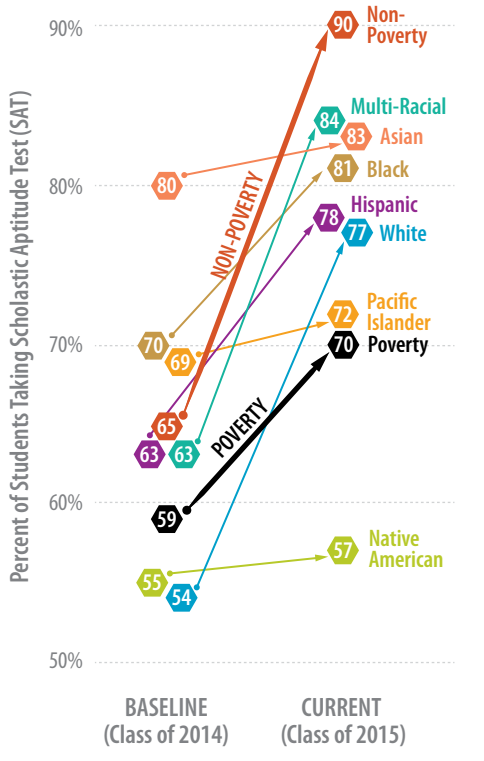
COLLEGE ENTRY EXAMS – ALL STUDENTS

TAKING SCHOLASTIC APTITUDE TEST (SAT)

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

COLLEGE ENTRY EXAMS – BREAKOUT

POVERTY, RACE & ETHNICITY



Data Source: College Board & Tacoma Public Schools

4-YEAR ON TIME GRADUATION

82.6%

Record setting graduation rate for the class of 2015, surpassing the state average for the second year in a row.

KEY FINDINGS

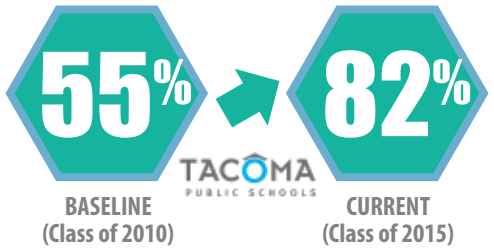
Gaps Closing, Gains Across All Demographics

This year marks the fifth consecutive year that the high school graduation rate has increased, up to a record high 82.6% for the class of 2015. Just as important, in that same time period, **graduation rates have increased significantly across every ethnic demographic.**

The achievement gap between white students and students of color has decreased considerably as well. As the graph below shows, while white students continue to see increases in graduation rate, students of color are seeing even larger gains, which is narrowing the overall achievement gap, even eliminating the gap for Multi-racial students.

HIGH SCHOOL GRADUATION – ALL STUDENTS

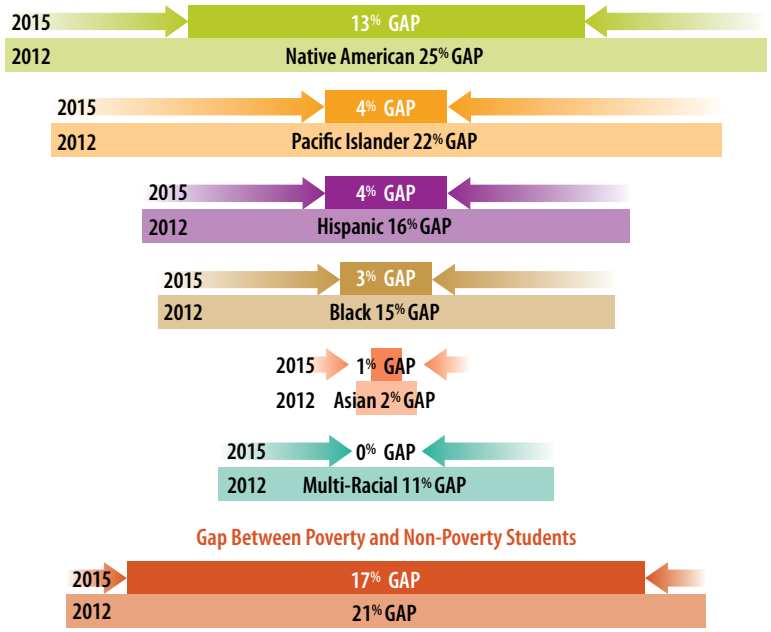
4-YEAR ON TIME



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

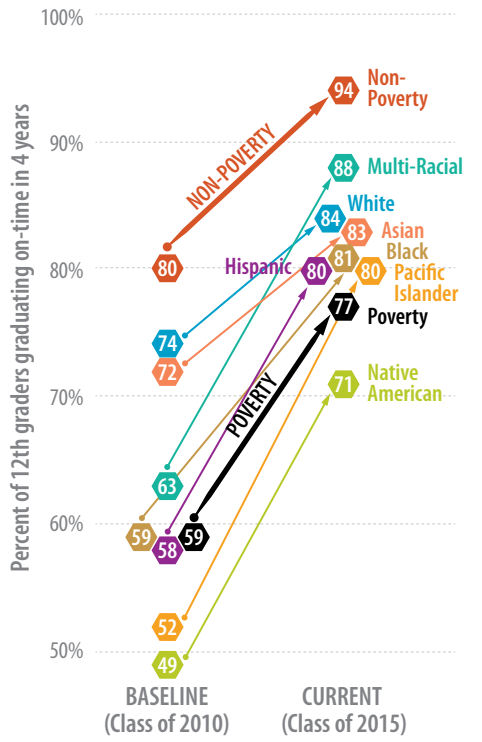
CLOSING GAPS – HIGH SCHOOL GRADUATION

GAP IS MEASURED BETWEEN WHITE STUDENTS & STUDENTS OF COLOR



HIGH SCHOOL GRADUATION – BREAKOUT

POVERTY, RACE & ETHNICITY



Data Source: Office of the Superintendent of Public Instruction

DATA DIVE

Major Reductions in Dropouts

There has been a significant 14% reduction in dropout rates over the past four years, including major decreases across all ethnic demographics and for students in poverty (-15 points) and non-poverty (-16 points). The largest decreases in dropout rates were among Pacific Islander students (-28 points) and Native American Students (-20 points) as well as significant declines among Black (-15 points), Hispanic (-15 points) and Asian students (-12 points). This data is encouraging, since keeping kids in school is paramount to achieving our goal to increase, by 50%, both the high school graduation and college completion rates by 2020.

In addition to those gains, the gaps between white students and students of color are closing significantly.

	DROP OUT DECLINES	CLASS OF 2011	CLASS OF 2015
POVERTY	-15 points	29%	14%
NON-POVERTY	-16 points	20%	4%
Asian	-12 points	21%	9%
Black	-15 points	26%	11%
Hispanic	-15 points	28%	13%
Native American	-20 points	44%	24%
Pacific Islander	-28 points	41%	13%

42%

The percentage increase in 5-year extended graduation rates since 2010-11.

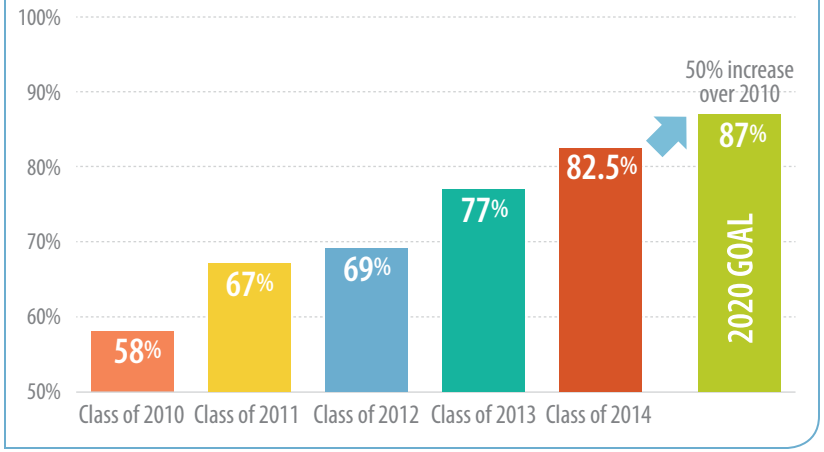
KEY FINDINGS

Extended Graduation Up 42% From Baseline

The Graduate Tacoma community-wide goal supports all students earning their high school diploma, even if it takes a fifth year to earn the credits for graduation. Many seniors are very close to graduating – maybe just one or two credits shy – and we're not giving up on them.

Since the class of 2010, 24% more students graduated within 5 years by the class of 2014. The increase from 58% in 2010 to 82.5% in 2014 represents a 42% increase toward the Graduate Tacoma 2020 goal.

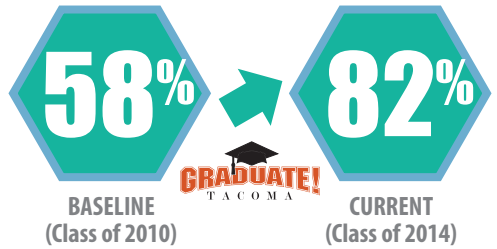
5-YEAR EXTENDED – HIGH SCHOOL GRADUATION



NOTE: The graduation rate is calculated consistently across all school districts by the State of Washington. They track students as an entire class beginning in the ninth grade and include both 4-year on time and 5-year extended high school graduates. Every student is tracked until verified that they have graduated, transferred, dropped out, or continued on in high school beyond 4 years in order to complete all graduation requirements.

HIGH SCHOOL GRADUATION – ALL STUDENTS

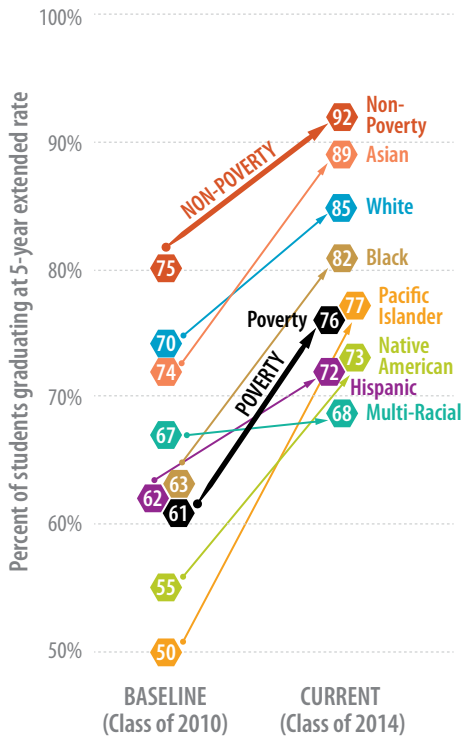
5-YEAR EXTENDED



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

HIGH SCHOOL GRADUATION – BREAKOUT

POVERTY, RACE & ETHNICITY



Data Source: Office of the Superintendent of Public Instruction

College and Technical Schools

We consider post-secondary education to be any formal learning programs that occur after high-school graduation: colleges, universities, seminaries, military, technical, or vocational schools that award academic degrees or professional certificates. Today's high school graduate earns an average of 30% more than students who drop out. Graduates who go on to earn a **COLLEGE DEGREE, ON AVERAGE, EARN MORE THAN TWICE AS MUCH** as their peers who don't complete high school. Our students need – and deserve – support to graduate from these institutions.

COLLEGE ENROLLMENT

DATA DIVE

Seniors Show College Intent

Having a post-graduation plan helps students better prepare for the future and often becomes self-fulfilling. It also helps parents, educators, and the community support students in their plans.

Verified Acceptance to Next Institution, or VANI, is a relatively new measurement that Tacoma Public Schools began tracking. It's unique to other measures because it looks beyond 2 and 4-year admission intentions to include military and certificate programs.

From the first year of reporting (2012-13) there has been a 58% increase in VANIs handed in by seniors, as well as major increases in every ethnic demographic and students impacted by poverty.

For the 2015-16 school year, Tacoma Public Schools has made VANI a graduation requirement for students.

30%

The average increased earnings for a high school graduate, compared to students who drop out.

KEY FINDINGS

Up 10% from Class of 2010

College Enrollment is up significantly for overall class populations. Black, Hispanic, and White student enrollment has remained relatively flat while Native American and Pacific Islander students have increased and Multi-racial students have decreased.

The more you learn the more you earn. Today's high school graduate earns an average of 30% more than students who drop out. Graduates who go on to earn a college degree, on average, earn more than twice as much as their peers who don't complete high school. Our students need – and deserve – support to graduate from these institutions.

Attending college or technical school also puts young people on the road to a lifetime of learning, considerably more choices, and the opportunity for a fulfilling career.

Courtesy of UW Tacoma

NOTE: The current percentage for this indicator is based on an estimate. Refer to the footnote on page 4 of the Impact Report for full explanation on this calculation.

COLLEGE ENROLLMENT – ALL STUDENTS

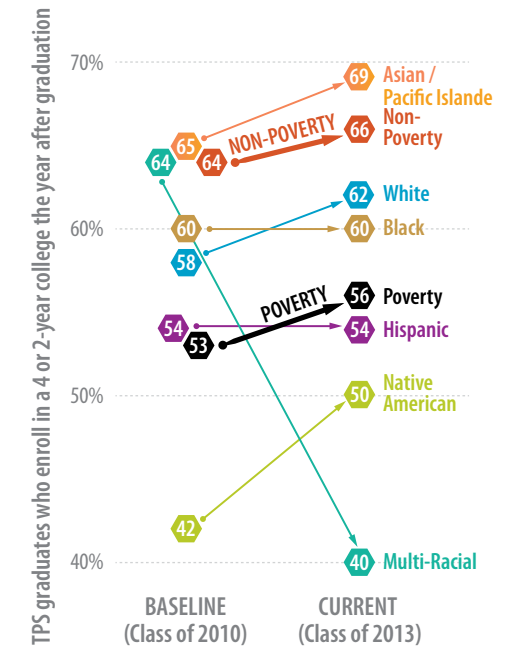
4-YEAR OR 2-YEAR COLLEGE / TECHNICAL SCHOOL

BASELINE (Class of 2010) — CURRENT (Class of 2013)

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

COLLEGE ENROLLMENT – BREAKOUT

POVERTY, RACE & ETHNICITY



Data Sources: Tacoma Public Schools, Educational Research & Data Center, Office of Financial Management

COLLEGE COMPLETION

SPOTLIGHT

Tacoma Named Top 50 College Town

In 2015, Tacoma was ranked among the Top 50 college towns in America by "Best College Reviews," which ranks colleges, universities and communities across America with emphasis on academic quality, affordability and flexibility.

TOP 50 BEST COLLEGE TOWNS IN AMERICA

TACOMA

"This college town is bustling with students. Tacoma is listed as the 19th most walkable city in the nation, and one of America's most livable areas. Today a variety of employers call Tacoma home including the Port of Tacoma, local Universities, state departments, healthcare providers and Boeing. Art, seafood, microbreweries, and coffee make Tacoma a joy similar to Seattle, just a bit smaller."

This national recognition further validates the college-going culture that our community has worked so hard to promote as we march towards increasing high school graduation and college completion rates.

66%

The percentage of jobs in Washington State that will require a degree or career credential by 2018.

KEY FINDINGS

College Completion Up 26%

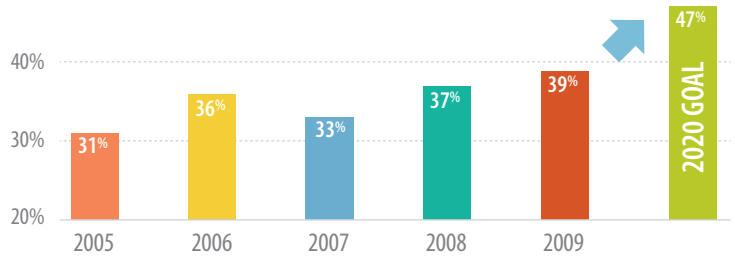
College completion increased to a high of 39% for TPS graduates completing college by 2014. The college completion indicator measures the TPS cohort class that graduates from a 2 or 4-year college within six years of high school graduation. The college completion rate reported in 2014 represents a 26% increase from the college completion rate reported in 2011.

There were considerable gains for all ethnic demographics that are measured; +14 points for Asian/Pacific Islander, +17 points for Black, +6 points for Hispanic and +14 points for White students.

Completion of a degree or certificated program is an important milestone for students on their path to a successful career and life. By 2018, two-thirds of all jobs in Washington State will require a degree or career credential.

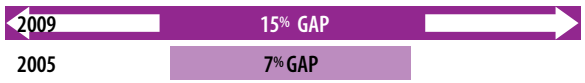
COLLEGE COMPLETION – ALL STUDENTS

PROGRESS TOWARDS OUR COLLEGE COMPLETION GOAL



GAPS WIDENING FOR HISPANIC STUDENTS – COLLEGE COMPLETION

GAP IS MEASURED BETWEEN WHITE STUDENTS & STUDENTS OF COLOR



NOTE: Demographic breakouts for college completion are based on the ERDC data source and subject to their categorization. They are different from TPS and OPSI, referenced throughout most of this report.

COLLEGE COMPLETION – ALL STUDENTS

4-YEAR OR 2-YEAR COLLEGE / TECHNICAL SCHOOL

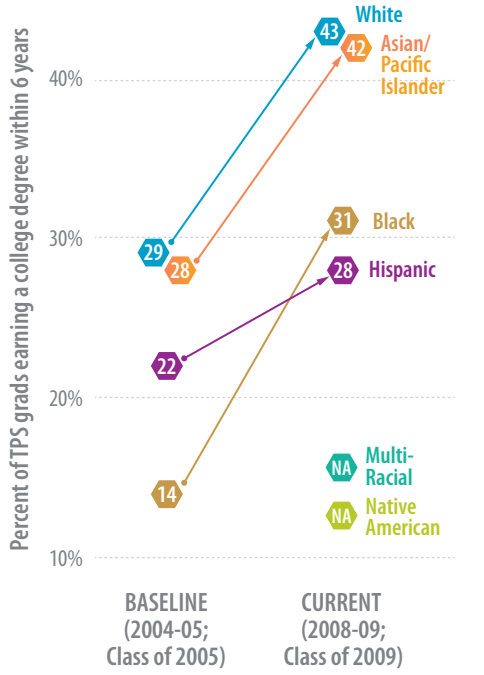
BASELINE (TPS Class of 2005; College Grad by 2011)

CURRENT (TPS Class of 2009; College Grad by 2014)

AIMING HIGHER GOAL: Increase the percentage of TPS high school graduates who complete a 2 or 4-year college degree within six years of high school graduation by 50% to 47% by 2020.

COLLEGE COMPLETION – BREAKOUT

RACE & ETHNICITY



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

IT'S UP TO ALL OF US – parents, educators, and the community – to understand how to align and focus the programs and services our youth need both inside and outside of schools to

HELP EVERY CHILD ACHIEVE THEIR FULL POTENTIAL.

COMMUNITY SPOTLIGHT

Pathways to Promise

Many kids in Tacoma did not grow up thinking about college as a viable option. Programs like "Pathways to Promise" are working to change that. Tacoma Public Schools, Graduate Tacoma, and the work of many other community partners are creating and supporting a college-going culture in our community.

"Pathways to Promise" is a partnership between UW Tacoma and local school districts like Tacoma Public Schools, focused on getting students to think seriously about their futures and the skills needed for college and career. Since it began in 2013, there has been a 47% increase in the number of UW Tacoma applications coming from Tacoma Public Schools, resulting in increased enrollment numbers. The year before "Pathways to Promise" began, there were 117 applicants to UW Tacoma from Tacoma Public Schools. In 2015 the number of applications from TPS students jumped to 220 – an 88% increase.

UW Tacoma is providing planning tools, advisors, and outreach specialists to focus on planting seeds with middle school students that college is a viable option, which gets them ready and excited to go to college.

79%

The percentage increase in students living in poverty taking rigorous courses since 2012-13.

KEY FINDINGS

Increases Across All Demographics Taking Rigorous Courses

There are high expectations for every child in Tacoma regardless of income, ethnicity, or background. It's been a fundamental change in our community over the past five years, and we are now seeing more students taking rigorous courses, achieving at higher levels and, in turn, setting their sights on college.

Overall the number of students enrolled in college credit-eligible classes has increased 82% since 2012-13. That increase represents big gains across every ethnic demographic, as well as students affected by poverty and those who are not.

STUDENT ENROLLMENT – ALL STUDENTS

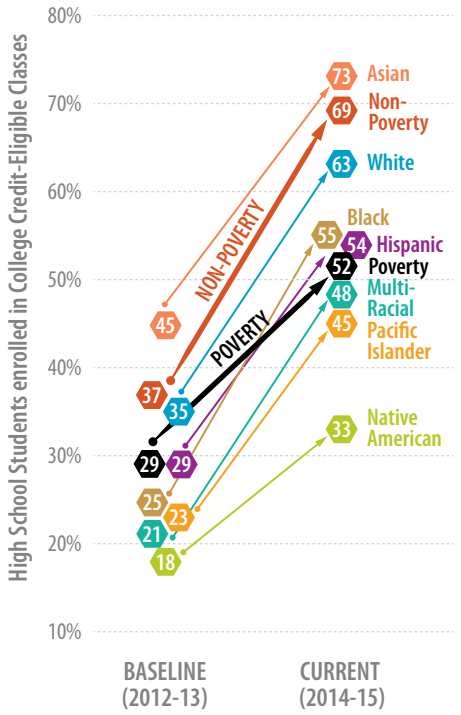
ENROLLED IN COLLEGE CREDIT-ELIGIBLE CLASSES

BASELINE (2012-13) | CURRENT (2014-15)

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

STUDENT ENROLLMENT – BREAKOUT

POVERTY, RACE & ETHNICITY



Data Source: Tacoma Public Schools

OUT OF SCHOOL & SUMMER LEARNING

COMMUNITY SPOTLIGHT

Beating the Summer Slide

Graduate Tacoma's Out-of-School and Summer Learning Network actively fights against the "summer slide" – learning loss that happens during the summer break – by raising awareness and helping parents find summer learning opportunities. Summer learning loss disproportionately impacts low-income students who lose two or more months in reading progress over the summer compared with their non-poverty peers.

In 2013, Graduate Tacoma convened a meeting to explore summer school partnerships and the Boys & Girls Clubs of South Puget Sound was inspired to join with Tacoma Public Schools to create the "Summer Boost" program. Designed for third grade students reading below grade level, the program combined focused learning in small classes taught by TPS certified teachers with the full-day enrichment opportunities of the Club.

Professional evaluation by UW Tacoma's Center for Strong Schools is very encouraging. More than 93% of students in the program avoided the summer slide, and 41% of students experienced a year or more of growth in literacy skills. Students experienced growth in social and emotional health as well. While 34% of kids were at moderate to high risk of emotional problems prior to the program, that number dropped to 12% by the end of the program.

31%

The percentage of students participating in Summer programs from Eastside Tacoma.

KEY FINDINGS

Program Participation Up Significantly

Kids learn in many different ways outside the regular school day. After all, kids are in school less than half the calendar days of the year and, at most, half their waking hours each day.

Summer and after-school programs offer tremendous opportunities for the community to engage in preparing students for success through activities that enhance learning, knowledge, and personal development. Graduate Tacoma supports and promotes many of these opportunities through the **SummerLearningTacoma.org** website. This website captures more than 70 community partners and lists nearly 455 different program options for families and children. Now in its third year, the Out of School & Summer Learning Network has begun capturing participation data and breaking it down by poverty, race and ethnicity, grade range, and neighborhood. Moving forward, the Action Network will be better able to assess who is participating, and in which types of programs, so we not only expand overall participation, but reach students who have traditionally not participated in summer programs.

The first year of collecting and disaggregating the summer learning participation data shows significant participation by students on the Eastside (31%). The chart to the right shows a 23% participation rate for Black students and a 19% participation rate for Hispanic students in summer learning programs.

Overall, participation is higher among students in poverty (57%) than those who are not (43%), an encouraging sign that we are reaching the students with the greatest need.

STUDENT PARTICIPATION – ALL STUDENTS

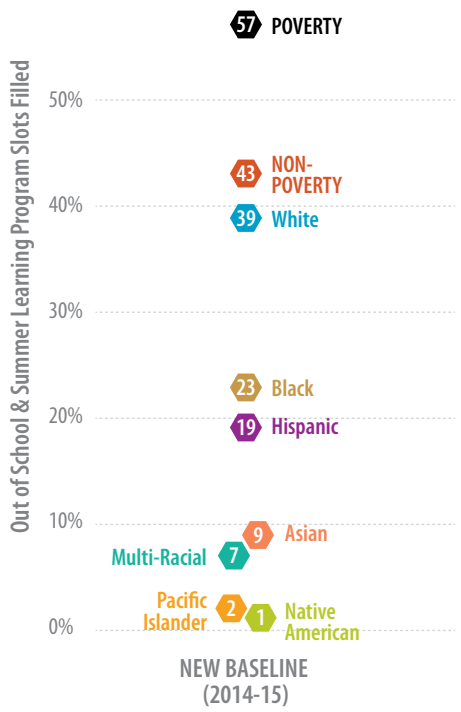
SUMMER PROGRAM PARTICIPATION

BASELINE (2013) | CURRENT (2015)

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.

SUMMER PARTICIPATION – UNDUPLICATED

POVERTY, RACE & ETHNICITY



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

COMMUNITY SPOTLIGHT

Attendance Improves at Mt. Tahoma

The Whole Child Initiative (TWCI), a partnership between UW Tacoma's Center for Strong Schools, Tacoma Public Schools, and supported by Graduate Tacoma, is on a mission to create sustainable change in Tacoma schools and the community so that every child is treated as the whole child that they are – engaged, successful, resilient, and ready to achieve their full potential in life.

Mt. Tahoma High School is a great example of how TWCI is successfully supporting the social and emotional well-being of students. After the program was implemented, the unexcused absence count decreased a dramatic 44%, from 7,295 in 2012 to 4,081 in 2013. At the same time, students showed an equally impressive 50% improvement in reading, math, writing, and science. While only 404 students had passed the state test in 2012, that number jumped to 608 students in 2013.

TWCI is set to roll out to other TPS high schools in 2016.

3%

The gap between poverty and non-poverty students who are chronically absent. A significant improvement from the 14% gap in 2013-14.

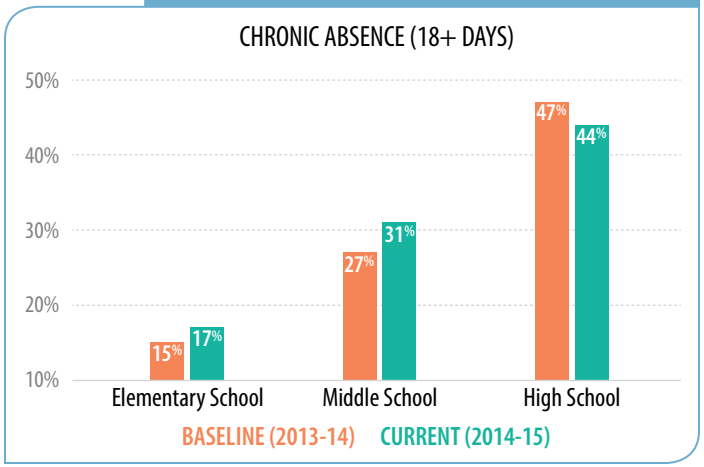
KEY FINDINGS

Poverty Gaps Narrow

Students need to be in school to learn. It helps them keep up with key academic skills and milestones. Everyone—students, parents, community members—can promote and support consistent school attendance.

The gap between poverty and non-poverty students who are chronically absent (18+ or more days) has narrowed from 14% in 2013-14 to just 3% in 2014-15. Chronic absence also declined for high school students, down 3% from last year. More detailed data on attendance is available in the Appendix.

CHRONIC ABSENCE BY SCHOOL TYPE – ALL STUDENTS



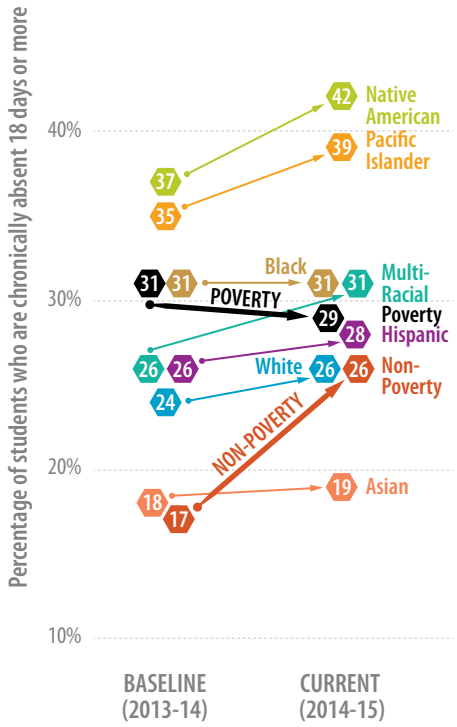
NOTE: Data includes both excused and unexcused absences.

CHRONIC ABSENCE – ALL STUDENTS

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

CHRONIC ABSENCE – BREAKOUT

POVERTY, RACE & ETHNICITY



Data Source: Tacoma Public Schools

PARENT & FAMILY ENGAGEMENT

COMMUNITY SPOTLIGHT

College Toolkits Reach Students & Families

The majority of Tacoma Public Schools graduates will be the first in their families to attend college. According to 2010 census data, just 26% of Tacoma adults hold a college degree, which means navigating the complicated admissions process is new to both students and their families. That's why Graduate Tacoma produces College & Career Toolkits for every high school student and their families with the goal of getting valuable college information into their hands.

Designed to demystify the application steps and financial aid options and opportunities, toolkits are sent home during Freshmen, Sophomore, Junior, and Senior years and customized to give students and their families the most relevant information and checklists appropriate for that year.

KEY FINDINGS

Positive Engagement Benefits Students Both at Home and School

Parents and family are a child's first and most important teachers. When parents and family members play an active role in their child's education, students are more successful in school.

Positive engagement – connections that are built on respect, relationship, and shared decision-making – can benefit students both at home and at school. Parent and family involvement can result in:

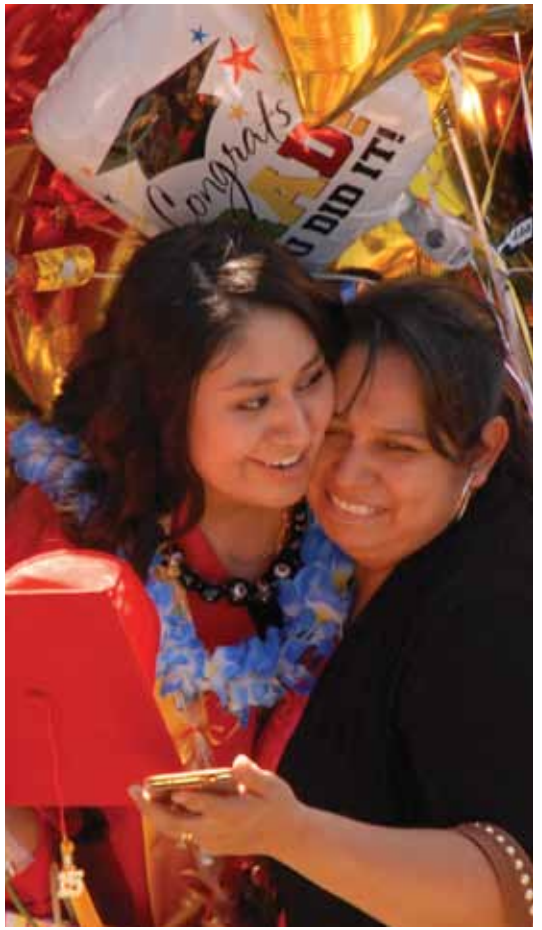
- Improved grades and test scores
- Increased attendance
- Higher enrollment in challenging courses
- Improved social skills and behavior

These connections are embedded in the Graduate Tacoma movement and the TPS Community Partnership office. By bringing the community together around the common goal of investing time, skills, and diverse abilities in the education of our children, we are addressing important school and non-school factors that will lead to increased student achievement. This, in turn, impacts the quality of life for the entire Tacoma community. Programs like "Family & Community Learning Academy" are held each year and bring together parents, students, teachers, and community to realize this shared goal.

These connections impact non-school factors such as healthy and safe environments, which contribute to student achievement.

PARENT & FAMILY ENGAGEMENT

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



NOTE: Data for these indicators is not yet available, but a measure remains important to set and track in the future.

SOCIAL-EMOTIONAL SUPPORT

SAFE & HEALTHY ENVIRONMENT

COMMUNITY SPOTLIGHT

The Whole Child Initiative (TWCI)

The Whole Child Initiative (TWCI) is a partnership between Tacoma Public Schools and UW Tacoma's Center for Strong Schools with a mission to create sustainable change in Tacoma schools and the community so that every child is a whole child – engaged, successful, resilient, and ready for life.

By creating common expectations in every school and classroom across the district, and reinforced at home and throughout the community, more students are engaged in learning and school staff can identify and address specific needs. TWCI is also measuring student, teacher, and parent perceptions of changes in the learning environment. Over the past two years, all three groups reported improvement in the areas of effective communication, supporting diversity, valuing student learning, and high expectations.

See the Attendance indicator for exciting data on how TWCI has become a game-changer at Mt. Tahoma High School.

SOCIAL-EMOTIONAL SUPPORT

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

Prompt Response and Support Helps Kids Stay on Track

Each day of learning can be different for every student. School staff and community partners play key roles in recognizing when students have learning, behavioral, or personal difficulties. Personal and behavioral issues can create learning barriers, but prompt response and support can make a huge difference in helping students stay on track and in school.

This can mean anything from extra academic assistance to helping youth overcome social and emotional barriers.

Shared expectations in the classroom, at school, at home, and in community settings also help students.

SAFE & HEALTHY ENVIRONMENT

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

Students who feel safe, healthy, and supported are more prepared to learn.

Educators and community groups pay close attention to students' physical and emotional health, including nutrition, exercise, and positive personal support—helping foster a better learning environment and students who are ready to learn.

NOTE: Data measures for these indicators have not yet been identified, but they remain important to set and track in the future.

Data Source: Tacoma Strategic Plan

Foundation for Tacoma Students

BOARD OF DIRECTORS

Officers & Leadership

Kent Roberts, Chair
Dan Barkley, Vice Chair
Dion Rurik, Secretary
Brad Cheney, Treasurer
Jim Walton, At-Large
Jim Shoemake, Past Chair

Directors

Bill Baarsma
Holly Bamford Hunt
Lois Bernstein
Benjii Bittle
Melannie Denise Cunningham
John Folsom
Rose Lincoln Hamilton
Kathi Littman
Lyle Quasim
Patty Rose
Carla Santorno
Willie Stewart
Marilyn Strickland
Shon Sylvia
Sulja Warnick
Debbie Winskill
Victoria Woodards
Jeff Woodworth

STAFF

Eric Wilson
President & CEO

Tafona Ervin
Director of Collective Action

Tolena Thorburn
Director of Communications

Sandra Eliason
Director of Funding Alignment

Courtney Ydstie
Operations Manager

Jared Wright
Network Coordinator

It takes everyone working together – parents, educators, and the community – to improve outcomes for every student, every day. By working together, we are all making a difference.

We value the commitment of our nearly 200 Community Partners from every sector of Tacoma, appreciate the generosity of our funders and supporters, and treasure the leadership dedicated to building and strengthening this community-wide movement. Thank you all.

Today we are reaping the benefits of our focused, collaborative efforts. We are seeing success because we are aligning resources and continuously analyzing and sharing data to measure progress towards closing gaps in access, opportunities, and achievement for every child from cradle to college and career.

You've seen the numbers. We have made positive changes that affect kids today and for the future. You have also seen that our work is not done. But we are inspired by the progress we've made and are confident in our collective ability to do even more so every child succeeds.

COMMUNITY PARTNERS

GRADUATE! TACOMA

TACOMA ART MUSEUM
SKANSKA
hp
MUSEUM OF GLASS
Tacoma Council PTA everychild.onevoice.
MESA WASHINGTON
BCE
tacoma public library
Foundation for Multicultural Solutions
GORDON THOMAS HONEYWELL
MICRO K12
TTM Thinking Through Math
BILL & MELINDA GATES foundation
Junior Achievement of Washington
PIERCE TRANSIT
The GIVING PRACTICE
PSE PUGET SOUND ENERGY
PEACE COMMUNITY CENTER
N STAGE EVENT PRODUCTION
COMCAST
RAINIER connect
TACOMA COMMUNITY COLLEGE
BOEING
TeamChild
KeyBank Foundation
Tacoma Learning Center
BRUCE DEES & ASSOCIATES
UNIVERSITY of PUGET SOUND
Port of Tacoma
Tacoma
FUCHS FOUNDATION
BLRBarchitects
UNIVERSITY of WASHINGTON TACOMA
usbank
ActSix
hope center
CDB
A STEP AHEAD in PIERCE COUNTY
StateFarm
Goodwill
HILL TOP ARTISTS
Hutteball&Oremus
Microsoft
ColumbiaBank
Clear Channel Outdoor
sbi
AHBL
first 5 FUN damentals
mole
The Campaign for GRADE-LEVEL READING
MultiCare Mary Bridge Children's Hospital & Health Center
Bates TECHNICAL COLLEGE
greenegasaway
THE GRAND CINEMA
PCSC
KeyBank
SEQUOIA FOUNDATION
THE GREATER TACOMA COMMUNITY FOUNDATION
Woodworth
SAFE ST Uniting Neighbors Against Crime
Pierce County
Tacoma-Pierce County CHAMBER Business in Motion
KORSMO CONSTRUCTION
WASHINGTON STUDENT ACHIEVEMENT COUNCIL
Lindquist Dental Clinic
Comprehensive Life Resources
hemisphere
alf Tacoma Pierce County
THE RUSSELL FAMILY FOUNDATION
METROPARKS TACOMA
am ASSOCIATED MINISTRIES
Parametrix ENGINEERING. PLANNING. ENVIRONMENTAL SCIENCES
PERCUSSIVE DESIGN AND MARKETING
jostens
ASIA PACIFIC CULTURAL CENTER
Washington State Department of Early Learning
World Vision
PIERCE COUNTY CENTRAL LABOR COUNCIL
Vibrant Schools Tacoma Coalition
BCRA
McGRANAHAN architects
MultiCare BetterConnected
mdc making a difference in community
PALMER scholars
NORTHWEST LEADERSHIP FOUNDATION
Pride Foundation
children's museum of Tacoma
DLR Group
The Black Collective
Neeley Construction
PIERCE COLLEGE
theFAB5
Tacoma Rainiers
THE BAMFORD FOUNDATION
Comprehensive Life Resources
ABSHER
JAYDAY A PLACE TO THINK
bassetti architects
KAMPBELL & JOHNSON
Rotary Club of Tacoma #8
Big Brothers Big Sisters
PUGET SOUND Educational Service District
Beresford Company
eliminating racism empowering women
Tacoma Urban League
WORKFORCE Central
Tacoma Education Association
PUYALLUP TRIBE of INDIANS
POINT RUSTON
Live well! Tacoma Lutheran Retirement Community
Oasis YOUTH CENTER
Tacoma | Pierce County Health Department
Tacoma Neighborhood Councils
R-A-H
OLIVE CREST
LEAGUE OF EDUCATION VOTERS
HopeSparks
RAIKES FOUNDATION
WRITE@253
NAACP
Chi-Chack Community Language Center
TACOMA COMMUNITY HOUSE
School's Out Washington
Harborstone Credit Union
Fred Meyer
the Y
STAND for children
WCAN
pediatrics NORTHWEST PS
mahlum
TCF Architecture
TAPCO CREDIT UNION
MEDINA FOUNDATION
PACIFIC LUTHERAN UNIVERSITY
Tacoma School Board
StriveTogether
COLLEGE SUCCESS FOUNDATION
DEGREES OF CHANGE
Foster Enterprises
CENTER FOR STRONG SCHOOLS
United Way United Way of Pierce County
DIMMER FAMILY FOUNDATION
COUGHLIN PORTER LUNDEEN STRUCTURAL CIVIL SEISMIC ENGINEERING
Rescue Mission
the evergreen state college
POINT DEFIANCE ZOO & AQUARIUM
STEM
Pierce County Library System
BOYS & GIRLS CLUBS
Planned Parenthood
kbtc explore your world
AMERICA'S CAR MUSEUM
HOTEL MURANO
TACOMA SYMPHONY ORCHESTRA
KWA
TRiO
Ladies First
TACOMA PUBLIC SCHOOLS
Reach Out and Read
Pierce County Community Connections
proteen
THE NEWS TRIBUNE
pcaeyc
Communities In Schools Tacoma
TACOMA PRINCIPALS ASSOCIATION
Gary E. Milgard Family Foundation
WELLS FARGO
Lifetouch
ChildCare Aware
Emerald Outdoor Advertising
CLOVER PARK
Broadway Center For the Performing Arts
TRINITY PRESBYTERIAN CHURCH
Executive Council for a Greater Tacoma

Graduate Tacoma!

Get Involved

It takes the whole community – parents, educators, all of us – working together to make lasting changes and support a child's success. Through collective action we can make a difference. You can be a part of the change. You will make an impact.

There are endless ways to get involved, find the ones that work for you and your organization.

Together, WE will Graduate Tacoma!

Join Us

Join the Graduate Tacoma movement and stay connected. Help increase high school and post-secondary graduation by 50% by the Class of 2020. Visit **GraduateTacoma.org** and sign your name to the roster of community members and organizations who believe in Tacoma's shared goal and are dedicated to every child achieving success from cradle to college and career.

And tell a friend.

Stay Connected

Track the progress of Graduate Tacoma by reading more and digging further into the data on GraduateTacoma.org. Like us on Facebook. Follow us on Twitter.

Commit

Volunteer, mentor, donate, reach out to your neighborhood school—see what you learn and how you might help. You are gold to this effort, whether it's reading with a child, mentoring youth, or donating to a program.

Be Inspired

Every day incredible strides are being made by and for Tacoma's youth. Stay connected to the stories and the impact we are making together on the lives of our students. These stories promise to inspire and – we hope – help you recommit to our goals and to continuing the work of aligning our efforts.

Join the Conversation! **GraduateTacoma.org**

FOUNDATION FOR
TACOMA STUDENTS

302 S. 9th St., Suite 200, Tacoma, WA 98402
GraduateTacoma.org | 253.272.1600