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.


For too many students in Tacoma, this day never arrived. 42% of students in the Class of 2010 never crossed the stage, never took the first step to ensuring a successful career and life—high school graduation.

So when the Foundation for Tacoma Students first began in 2010, the sense of urgency was significant, the call from all corners of our community was loud and clear. We must do better! Together we must ensure that Tacoma’s youth earn a diploma that prepares them to go on to complete post-secondary education—opening a lifetime of opportunities and building a stronger Tacoma.

Today, the conversation is different.

Today, thanks to hundreds of conversations, thanks to meetings large and small, thanks to dozens of parents, educators, citizens and community organizations who generously shared their hopes and fears, we’re pleased to share the work of your collective voices.

In the following pages, you’ll see the faces of hope, optimism and high expectations. You’ll read “spotlights” about the innovative and encouraging work that is already improving results and moving us closer to a bold, shared goal for all Tacoma students.

You’ll also see a compelling picture of the challenges ahead and how poverty and homelessness contribute to significant gaps in opportunity and achievement.

This report is the first of many to come, because graduating more students, closing more gaps, and building a community culture of high expectations doesn’t happen overnight.

Most of all, we hope you’ll take away from these pages one simple idea: when our whole community comes together for our children, when we focus our resources and when we align our talents and our time to achieve one goal, the possibilities for Tacoma students are endless.
The facts are compelling

• By 2018, two-thirds of all jobs in Washington State will require a degree or technical credential. And, according to the Economist, our state is the national leader in importing college-educated workers, jobs which could go to our own youth if they completed the necessary education.

• High school graduates today earn an average income of $30,627 annually compared to only $20,241 for high school drop-outs, according to the US Census Bureau. Earn a college degree and the average salary jumps to $56,665.

• In Tacoma, students of color and students from lower-income families face significant gaps in opportunity and achievement, meaning they score lower on tests, and are less likely to graduate from high school or continue to post-secondary education.

• More than 4 out of 10 students from Tacoma’s class of 2010 didn’t graduate from high school. We can do better.

How did the community react to the facts?

The Big Goal

Hundreds of parents, educators, community organizations and stakeholders have come together to respond to these facts and to hammer out a bold goal, as well as student and community indicators to achieve this 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.

What does this goal really mean to our community?

• Graduating more students from high school increases the likelihood students will be able to pursue a college degree or technical certificate and hold a family wage job.

• Closing the achievement gap by supporting students of color and students from lower-income families brings diversity to our workforce, confronts inequities and helps reverse the cycle of poverty.

• Increasing college graduates significantly increases per capita income and the talent pool, which is vital to future economic development and opportunities right here in Tacoma.

How will we achieve The Big Goal?

It isn’t enough to just talk about our goal. In the remaining pages of this report, you’ll see how committing to our goal, collaborating, using data to inform better decisions and aligning investment in what works can change the facts. It can change not only the lives of our children, but also the quality of life and the economic vitality of our great city.
The 3rd-largest district in the state, Tacoma Public Schools (TPS) serve more than 28,000 children in kindergarten through grade 12.

Children who graduate ready for college and other post-secondary education or training will help spur our city’s economic growth and business expansion.

The recession over the last decade has challenged the district like never before. TPS staff serve the needs of an increasingly diverse and mobile student body. The percentage of students eligible for free or reduced lunch—a common indicator of poverty—has increased from 48% in 2002 to 64% in 2012. And, as any teacher will tell you, students cannot focus on academics when they are homeless or hungry.

Innovation fuels improvement

With a commitment to academic excellence and a mindset that poverty is an obstacle not a destiny, Tacoma Public Schools, in partnership with parents and the community, has embraced innovation.

Tacoma Public Schools was the first in the state to be awarded a district-wide “innovative” designation, which allows it to continue offering innovative programs that show promising results including:

• Lincoln Center, an extended-day learning setting for high school students on Tacoma’s east side that is graduating 94% of its almost entirely low-income students
• Montessori elementary schools that emphasize self-directed learning at Bryant and Geiger
• Specialty high schools, including Tacoma School of the Arts (SOTA), which provides an arts-focused educational experience, and the Science and Math Institute (SAMI), which combines the unique setting of Point Defiance Park with a curriculum focused on science and math
• International Baccalaureate program, increasing rigor for all grades, beginning at McCarver Elementary, through Giaudrone Middle School to Foss High School
• Black male learner project, which supports teachers in new strategies to close one of the widest achievement gaps among Tacoma students

The district’s strategic plan aligns key initiatives with 4 high-level goals, all intended to strengthen student learning and success: academic excellence, community partnerships, early learning and safety.

A significant part of the district’s work to accomplish its strategic goals will focus on closing achievement gaps among groups of students, especially for students in poverty and students of color. Community partnerships are crucial to achieving these goals—and the district is working closely with the community to collaborate, to leverage limited resources and to support the shared community goal.
The idea is simple: No one entity and no one group can solve the challenges facing our students and schools. It takes parents, educators and the whole community, working together with shared responsibility and high expectations for every child in Tacoma regardless of background or circumstance.

We call it Collective Impact. The Foundation for Tacoma Students began working with hundreds of concerned citizens and community stakeholders in 2011. From parents to educators, from early learning to higher education, from business to non-profits, from philanthropy to communities of faith, the community has built one shared goal for Tacoma.

But a shared goal is only the beginning. Support for this work rests on 4 key strategies:

COMMITTING TO OUR SHARED GOAL. The shared goal, which includes significantly increasing high school graduation and post-secondary completion rates, was built by our community. Our community also identified the student and community indicators—from cradle to college and career—that will be measured for improvement to achieve the overall goal.

USING DATA TO INFORM BETTER DECISIONS. It’s just what we need to do. We will regularly take a look at how we’re doing against the agreed-upon indicators. Based on that data, we must decide how to invest our time, talent and financial resources to achieve the results we want by sustaining what’s working and improving what’s not.

ACTING COLLABORATIVELY. When community organizations and partners move from isolated programs and random acts of support to collective action, it’s a game-changer. Diverse partners form collaborative networks. Each player leverages their strengths while all eyes remain focused on the shared goal.

ALIGNING AND SUSTAINING INVESTMENT. When funding is inconsistent or inadequate, promising ideas can fail. By pooling funds around the strategies that are working, positive change is accelerated. That’s why this strategy is vital—it brings together community organizations, funders and individuals to invest scarce resources for the biggest impact.

The Foundation serves as the backbone to build and sustain this community-wide movement to help every student achieve success from cradle to college and career. We will maintain a laser focus on the community’s shared goal.

A community-wide approach
AIMING HIGHER:

STUDENT INDICATORS

Together with The Big Goal, these student and community indicators will guide us to further develop credible ways to gauge our progress over time. How well are we supporting student success? Community and school indicators and community stakeholders will together develop clear ways to measure our progress over time. Together with The Big Goal, these student and community indicators will guide GRADUATE TACOMA!—aligning strategies and resources to get the results our children need, from cradle to college and career.

Early developmental screening

When we catch learning and physical delays early and provide the right support, young children have the best chance to catch up and enter school on par with their peers. Every child should be screened for vision, hearing and physical and emotional development before they enter kindergarten, with an increasing number screened before age 3 so they can benefit from referrals and services.

AIMING HIGHER: Increase the number of children screened by age 3. Increase the number of children screened by age 3 or older. Tacoma Public Schools (TPS) now offers preschools in an impressive 85% (28 out of 35) of elementary schools, with their school success and life.

Participation in quality preschool

Quality preschool programs, located at schools or in the community, give kids a chance to learn key social, emotional and academic skills that not only prepare them for kindergarten, but also have a lasting impact on their school success and life.

Tacoma Public Schools (TPS) offers preschools in an impressive 85% (28 out of 35) of elementary schools, with an additional preschool center in central Tacoma. Two long-standing programs help address the opportunity gap for children at or near poverty: the federal Head Start program and the Washington State Early Childhood Education and Assistance Program (ECEAP). Special education preschools serve children with developmental delays and peers who serve as role models. In 2012, TPS added neighborhood preschools in 6 more schools impacted by poverty. This year the first bilingual preschool was added.

In addition to health and developmental screenings by physicians during regular patient visits, there are several resources for families who have concerns about their child’s developmental progress. ChildReach is a county-wide service that consults with parents, screens children birth to 3 years old and makes referrals to needed services. Once children are 3 or older, Tacoma Public Schools screens children through its ChildFind program. Children showing delays can enroll in Special Education preschools program. Children showing delays can enroll in Special Education preschools which provide developmentally enriched activities that help many children overcome their delays before they enter kindergarten.

A new commitment to quality early childhood education in community settings is developing through the state’s Early Achievers program. It’s a voluntary professional development and quality improvement effort for licensed child care providers. The first group of Early Achievers community providers, 29% of Tacoma’s licensed child care providers, will complete their training and development in 2016.

AIMING HIGHER: Increase the number of children attending TPS or community child care/preschool that meets quality standards. BASELINE: to be further developed when more complete data is available.

PRESCHOOL ENROLLMENT IN TACOMA PUBLIC SCHOOLS

<table>
<thead>
<tr>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Head Start, ECEAP, and TPS neighborhood preschools</td>
<td>826</td>
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</tr>
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<td>Special Education Preschools</td>
<td>356</td>
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<td>Total TPS Preschool programs</td>
<td>1,287</td>
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Source: Tacoma Public Schools (TPS)

Ready to succeed in kindergarten

Narrowing the achievement gap begins before kindergarten. While the state only funds half-day kindergarten, TPS currently provides free all-day kindergarten to all students, using district funds to supplement the state allocation. Early in kindergarten, teachers observe and note characteristics that each child demonstrates in 6 areas: social-emotional, physical, cognitive, language, literacy and math. This assessment—Washington Kindergarten Inventory of Developing Skills (WaKIDS)—helps teachers address each child’s strengths and challenges. It also helps gauge how well parents, families and the community are preparing our kids to succeed in school.

AIMING HIGHER: Increase the percent of incoming kindergarteners who demonstrate the skills typical of a child entering kindergarten in all 6 areas, as measured through the WaKIDS assessment. BASELINE: 48% in 2012.

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Source: Tacoma Public Schools (TPS)
Sixth grade achievement
Research shows that students who drop out of high school often start giving up on school in the 6th grade. The transition into middle school is a challenging one. The 6th grade year—both academically and socially—offers an “early warning” about those students who are becoming discouraged and disconnected.

AIMING HIGHER: Increase the percent of 6th graders who pass all or all but 1 of their classes.
BASELINE: 86% in 2011.

Sixth grade students passing all or all but 1 of their classes

Third grade reading—at or above grade level
Research shows that learning to read at grade level in 3rd grade is a key indicator for successfully learning all subjects in subsequent grades.

Why is this measure so important? After the 3rd grade, instruction becomes much more test-based, and students who are not reading at grade level in 3rd grade are 4 times less likely to graduate from high school, in part because they cannot keep up with increasingly rigorous reading required in all of their classes.

AIMING HIGHER: Increase the percent of 3rd grade students meeting the Washington State standardized test for 3rd grade reading, currently the Measurement of Student Progress (MSP).
BASELINE: 66% in 2010.

Third grade students reading at or above grade level

Washington is joining 47 other states in adopting Common Core Standards—clear expectations of what students should know and be able to do each school year in each course. Tacoma has aligned its elementary report cards to reflect these standards. In reading, for example, rather than getting a letter grade, each 3rd grade student will be evaluated on their understanding of key ideas, their skill in phonic and word recognition and their ability to read complex texts. Teachers, parents and community partners will know which skills and understandings students need help with. A new state standardized test, effective in 2015, will be based on the Common Core Standards and will integrate more effectively with day-to-day instruction.

Eighth grade algebra—passing and progression
Algebra is one of the first opportunities for students to demonstrate higher level thinking skills needed for advanced classes and college. Students who successfully complete Algebra 1 in 8th grade are able to take more college-prep classes, more math and science classes in high school and are more likely to choose to attend college.

To ensure that these opportunities are available to all, TPS enrolls all 8th graders in Algebra, unlike some districts that only offer the course to more advanced students. Passing the state End of Course exam (EOC) in Algebra 1 is a state graduation requirement and completing it as early as 8th grade helps keep students on track to graduate.

SIXTH GRADE STUDENTS PASSING ALL OR ALL BUT 1 OF THEIR CLASSES

THIRD GRADE STUDENTS READING AT OR ABOVE GRADE LEVEL, BY ETHNICITY

WASHINGTON IS JOINING 47 OTHER STATES IN ADOPTING COMMON CORE STANDARDS—CLEAR EXPECTATIONS OF WHAT STUDENTS SHOULD KNOW AND BE ABLE TO DO EACH SCHOOL YEAR IN EACH COURSE. TACOMA HAS ALIGNED ITS ELEMENTARY REPORT CARDS TO REFLECT THESE STANDARDS. IN READING, FOR EXAMPLE, RATHER THAN GETTING A LETTER GRADE, EACH 3RD GRADE STUDENT WILL BE EVALUATED ON THEIR UNDERSTANDING OF KEY IDEAS, THEIR SKILL IN PHONICS AND WORD RECOGNITION AND THEIR ABILITY TO READ COMPLEX TEXTS. TEACHERS, PARENTS AND COMMUNITY PARTNERS WILL KNOW WHICH SKILLS AND UNDERSTANDINGS STUDENTS NEED HELP WITH. A NEW STATE STANDARDIZED TEST, EFFECTIVE IN 2015, WILL BE BASED ON THE COMMON CORE STANDARDS AND WILL INTEGRATE MORE EFFECTIVELY WITH DAY-TO-DAY INSTRUCTION.

EIGHTH GRADE ALGEBRA—PASSING AND PROGRESSION
ALGEBRA IS ONE OF THE FIRST OPPORTUNITIES FOR STUDENTS TO DEMONSTRATE HIGHER LEVEL THINKING SKILLS NEEDED FOR ADVANCED CLASSES AND COLLEGE. STUDENTS WHO SUCCESSFULLY COMPLETE ALGEBRA 1 IN 8TH GRADE ARE ABLE TO TAKE MORE COLLEGE-PREP CLASSES, MORE MATH AND SCIENCE CLASSES IN HIGH SCHOOL AND ARE MORE LIKELY TO CHOOSE TO ATTEND COLLEGE.

TO ENSURE THAT THESE OPPORTUNITIES ARE AVAILABLE TO ALL, TPS ENROLLS ALL 8TH GRADERS IN ALGEBRA, UNLIKE SOME DISTRICTS THAT ONLY OFFER THE COURSE TO MORE ADVANCED STUDENTS. PASSING THE STATE END OF COURSE EXAM (EOC) IN ALGEBRA 1 IS A STATE GRADUATION REQUIREMENT AND COMPLETING IT AS EARLY AS 8TH GRADE HELPS KEEP STUDENTS ON TRACK TO GRADUATE.
Ninth grade achievement

The transition from middle school to high school is also difficult for many students. Students who fail classes in the 9th grade fall behind in their credits, making it harder to catch up in time to graduate with their class. New Common Core Standards are strengthening overall graduation requirements and call for students to earn specific credits each year of high school. Data shows that students who complete 9th grade academically ready to move up to 10th grade are more likely to graduate from high school in 4 years.

AIMING HIGHER: Increase the percent of 9th graders who pass all or all but 1 of their classes.

BASELINE: 66% in 2011.

Ninth grade students who pass all or all but 1 of their classes

Ninth grade students passing 2012-13 classes by ethnicity

District Average 65%
Asian 73%
Black 59%
Hispanic 57%
Multi-Ethnic 64%
Native American 61%
White 71%

*Percentage passing all or all but 1 class

Below District average

Source: TPS

College entry exams: participation and performance

Taking and scoring well on college entry exams is a key signal that students are serious about meeting requirements for college admission. Beginning in 2011, TPS erased the cost barrier and paid the fees for every senior to take the Scholastic Aptitude Test (SAT), one of the admission tests required by most colleges and universities. The test is given during the school day, eliminating student scheduling or transportation barriers.

AIMING HIGHER: Increase the percent of 12th grade students who take the Scholastic Aptitude Test (SAT);

The average score on the SAT; BASELINE: 50% took the test in 2010. Average score was 1454.

TIPS students taking SAT and the average score

2009-10 2010-11 2011-12 2012-13 2013-14
Percentage of 12th grade students who took the SAT 50% 46% 48% 53% 95%*
Average test score 1,454 1,460 1,423 1,474 —

*Beginning in fall 2013 the SAT will be given to all seniors at no cost.

Note: National average score was 1,498 in 2012.

Source: College Board and TPS

High school graduation

Graduating from high school is one of the most critical milestones on the pathway to success and mandatory for advanced education. GRADUATE TACOMA and Tacoma Public Schools are working in partnership to significantly increase the number of students who graduate and pursue post-secondary education.

AIMING HIGHER: Increase the 5-year (extended) graduation rate for TIPS students. Increase the 4-year (on time) graduation rate. BASELINE: 58% 5-year rate for the class of 2010.

High school graduation rate of TIPS students

Percentage of students graduating within 4 years of starting high school

2010: 55%
2011: 58%
2012: 62%
2013: 67%
2014: 85%

Percentage of students graduating within 5 years of starting high school

2010: 65%
2011: 68%
2012: 68%
2013: 87%
2014: —

Source: TPS and OSPI
Spotlight

Retention has jumped to 85% for these work opportunities. Quarter-to-quarter through a summer bridge, including low rate of enrollment by men of color of Distinction program combats the science is boosting grades. The Men Supplemental instruction in math and students with study skills and support. gap and increase retention by arming students persevere. A Student Success to help first-generation college-going

Tacoma Community College and Goodwill provide additional support services and guidance on career pathways. Tacoma’s newest school, the Re-employment Center, gives those who previously dropped out of school a path to earn their diploma. The Center launched in September 2013 with 70 students and grew rapidly to 150 students in December. The Center, which blends online and classroom instruction, creates a customized learning plan for each student. Tacoma Community College and Goodwill provide additional support services and guidance on career pathways.

Key populations are beating the odds and graduating at a higher rate than the District average. Students who begin in 9th grade and attend a Tacoma high school for the whole 4 years graduate at a higher rate than students who do not. As the charts below illustrate, 79% of students who started in the District in the 9th grade graduated in 4 years, while only 50% of students who transferred in during their high school graduated.

When students continue on to post-secondary education immediately after high school, odds are they will be more successful. And the sooner they get started in college or technical school, the sooner they will graduate and get a good job.

By 2018, two-thirds of all jobs in Washington State will require a degree or career credential. More important still, completing a college or technical degree is closely linked to income level. Students who finish with a high school diploma and don’t continue with further training or education are much more likely to struggle financially.

Aiming higher: Increase the percent of TPS high school graduates who complete a 2- or 4-year college degree, technical certificate or apprenticeship within 6 years of high school graduation. BASELINE: 31% for the Class of 2005.

The Act Six Leadership and Scholarship Initiative boosts an impressive 90% graduation rate among participating students. Act Six Scholars not only earn a 4-year scholarship from partner colleges or universities, but also benefit from peer support with a group of students headed to the same college. Intensive training equips them with the skills to succeed academically, support one another and grow as service-minded leaders. More than 85% of Act Six Scholars come from low-income households, and are often the first in their family to attend college.

2012 TPS GRADUATES BY ETHNICITY

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>District average 68%</th>
<th>Asian 72%</th>
<th>Black 59%</th>
<th>Hispanic 57%</th>
<th>Multi-BLack 63%</th>
<th>Native American 49%</th>
<th>Pacific Islander 52%</th>
<th>White 74%</th>
</tr>
</thead>
</table>

Below District average Source: TPS

CLASS OF 2012 GRADUATION BY ENROLLMENT STATUS

CONTINUOUSLY ENROLLED

Graduated 79% Dropout 15% Continuing School 6%

TRANSFERRED IN AFTER 9TH GRADE

8% 38% 50%

ALL STUDENTS, CONTINUOUS & TRANSFER

24% 68%

Post-secondary admission and enrollment

When students continue on to post-secondary education immediately after high school, odds are they will be more successful. And the sooner they get started in college or technical school, the sooner they will graduate and get a good job.

Aiming higher: Admission. Increase the percent of TPS graduates who gain admission to post-secondary opportunities, documented by the TPS process of showing a verified letter of acceptance from their next institution. BASELINE: This is a new process at TPS and the baseline will be established in 2014. Enrollment: Percentage of TPS graduates who enroll in 2- or 4-year colleges, apprenticeship programs, or technical certification courses within 1 year of graduation. BASELINE: 59% in 2010.

TPS GRADUATES ENROLLING IN POST-SECONDARY EDUCATION

<table>
<thead>
<tr>
<th>School Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of TPS graduates enrolled in a 2- or 4-year college or technical school within a year of graduation</td>
<td>59% 55% 60%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Washington Education Research and Data Center

Post-secondary completion

By 2018, two-thirds of all jobs in Washington State will require a degree or career credential. More important still, completing a college or technical degree is closely linked to income level. Students who finish with a high school diploma and don’t continue with further training or education are much more likely to struggle financially.

Aiming higher: Increase the percent of TPS high school graduates who complete a 2- or 4-year college degree, technical certificate or apprenticeship within 6 years of high school graduation. BASELINE: 31% for the Class of 2005.

POST-SECONDARY COMPLETION RATES OF TPS GRADUATES WITHIN 6 YEARS OF HIGH SCHOOL GRADUATION

<table>
<thead>
<tr>
<th>HS Class of 2005</th>
<th>Percentage completing a 4-year college degree 18%</th>
<th>Percentage completing a 2-year degree 31%</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS Class of 2006</td>
<td>Percentage completing a technical certificate at Washington State institution 10%</td>
<td>Total: Post-secondary completion 36%</td>
</tr>
</tbody>
</table>

Source: Education Washington, HERC Group analysis of data from National Student Clearinghouse and Educational Research and Data Center, Washington State Office of Financial Management

The University of Washington-Tacoma aims to double the number of Tacoma students it serves. How will it reach this goal? Part of UWT’s innovative “Pathways to Promise” program invites TPS students who meet UWT’s basic criteria to sit down with college admissions officers. By providing one-to-one support for what can be a daunting process, barriers are broken down. In just the 1 year between 2012 and 2013, applications increased by 66%, admissions by 67% and enrollment by 59%.

The Act Six Leadership and Scholarship Initiative boosts an impressive 90% graduation rate among participating students. Act Six Scholars not only earn a 4-year scholarship from partner colleges or universities, but also benefit from peer support with a group of students headed to the same college. Intensive training equips them with the skills to succeed academically, support one another and grow as service-minded leaders. More than 85% of Act Six Scholars come from low-income households, and are often the first in their family to attend college.
In mid-December the first group of 40 parents graduated from Stand University for Parents (Stand UP). The 10-week training, offered in both English and Spanish by Stand for Children, provides parents with hands-on tools to help their child achieve academic success, including understanding the school system, supporting learning at home, advocating for your child’s needs and working with other parents to support teachers and strengthen learning at their school. Several graduates will now be trained to engage more parents next semester.

### COMMUNITY INDICATORS

#### Aiming Higher

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Goal</th>
<th>Progress</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>Increase the percentage of students who are chronically absent, missing 10% of the school year.</td>
<td>2010: 4%</td>
</tr>
<tr>
<td>Engagement</td>
<td>Increase in student engagement and decrease in behavioral challenges.</td>
<td>2010: 4%</td>
</tr>
<tr>
<td>Enrichment</td>
<td>Increase the number of students participating in out-of-school time learning and enrichment opportunities.</td>
<td>2010: 4%</td>
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#### After-School

<table>
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<tr>
<th>Program</th>
<th>Students</th>
<th>Summer</th>
<th>Total</th>
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<tbody>
<tr>
<td>TPS</td>
<td>1,189</td>
<td>5,061</td>
<td>20,805</td>
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#### Safe, healthy and nurturing environment

When students feel safe, healthy and supported, it’s easier to learn. Educators and community groups pay close attention to students’ physical and emotional health, including nutrition, exercise and positive personal support—helping foster more learning.

### Parent and family engagement

Parents 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. Schools and community organizations will actively support parents’ involvement and be responsive to their needs and priorities.

### Early academic and social-emotional support

Each day of learning can be different for each student. When students fall behind or need help to master a key concept, getting extra academic support when it’s needed can make all the difference. Personal and behavioral issues also create learning barriers but prompt response and support can make a huge difference in helping students stay on track in school.

### Expanded learning and enrichment opportunities

Expanding learning means learning in different ways outside the regular school day. After all, kids are in school less than half the days of the year and, at most, half of their waking hours each day. That means there’s tremendous opportunity for the community to engage students in after-school and summer enrichment programs, school-to-work experiences, recreation or other opportunities.

### Safe, healthy and nurturing environment

Students can’t learn if they are not in school. Improving attendance improves learning and student engagement and decreases behavioral challenges. Schools and community organizations provide resources. In the first year of Stand UP, parents of students who previously had fewer suspensions, increased attendance, and improved behavior and academics.

### Tacoma Housing Authority

The Tacoma Housing Authority (THA) provides housing subsidies to 49 families who were previously homeless, with the requirement that they keep their child at McCarver Elementary School and play an active role in their child’s education. The program serves 26 children in kindergarten to 2nd grade. Two case managers are on site to address individualized needs and provide resources. In the first year of the program, children from participating families had fewer suspensions, increased attendance, and improved behavior and academics.

Highlight: Hilltop Artists

Hilltop Artists uses the excitement of glass blowing to keep middle school students connected to school—and a career pathway. Peace Community Center provides a nurturing academic home on the hilltop to over 100 students K through 12. Boys and Girls Clubs welcome thousands of children to engage more parents next semester.

#### Tacoma School Board

Passed a district-wide Academic Acceleration policy last June. This means students will be automatically enrolled in Advanced Placement (AP), International Baccalaureate (IB) or other rigorous classes when they meet standards. With the district now covering fees for the national meet standards. With the district now covering fees for the national meet standards. With the district now covering fees for the national meet standards. With the district now covering fees for the national meet standards.
While there is substantial work underway to make sure all students are successful, the community helped select 3 initial action areas that cover pre-kindergarten to college and beyond—in part because existing stakeholder groups can help hit the ground running.

1. **Ready to succeed in kindergarten leading to 3rd grade level reading**
   - Readiness to succeed in kindergarten and third grade reading at or above grade level are closely linked. Children are born learning and the early experiences and support they receive impact how well they learn in school. United Way of Pierce County, which recently revised its strategic plan to focus on children from birth to age 10, is our lead partner in this area. In addition, our community already offers many early learning programs, which have been collaborating through the First 5 FUNdamentals coalition since 2008. And, Tacoma recently joined the national Campaign for Grade Level Reading, aimed at getting more children reading proficiently by 3rd grade. Collaborative action includes connecting families with the power of reading, learning through play, and connecting schools with community child care and other resources.

2. **Expanded learning and enrichment opportunities**
   - Research shows that low-income children suffer more learning loss over the summer than their more affluent peers. While students learn at about the same rate during the school year, summer loss—especially in math and reading—is cumulative and contributes substantially to achievement gaps.
   - That’s why this area’s planning team chose to focus initial efforts on increasing access to summer learning opportunities and enhancing summer programming.
   - The Greater Tacoma Community Foundation, which is aligning its education funding with Expanded Learning Opportunities, is a key partner, along with the TPS Community Partnership Office and Schools Out Washington, statewide experts in out-of-school learning.

3. **Post-secondary admission and enrollment**
   - Only 31% of the Tacoma Class of 2005 completed a post-secondary degree or certificate. And, because the admission and enrollment process is daunting for many students, the third initial action area focuses on increasing access to college planning, application and financial aid support and preparation to show up in the post-secondary class ready to learn.
   - The Tacoma College Support Network (TCSN) is the lead community partner in this work. Since 2005, TCSN has brought together community, school district, and higher education partners to boost college enrollment, with a special emphasis on supporting students eligible for the state College Bound Scholarship.

### Washington State’s College Bound Scholarship Encourages Low-Income Middle School Students to Choose a Path to Higher Education

- **Spotlight**
  - Washington State’s College Bound Scholarship encourages low-income middle school students to choose a path to higher education. The program covers college tuition at state institution rates for each low-income student who is eligible and who signs up by 8th grade year, graduates and is accepted to a higher education institution. Tacoma signs up roughly 100% of its 7th and 8th graders. In the first graduating class in 2012, College Bound Scholars graduated at 90%, a higher rate than Tacoma Public Schools’ middle and upper income students.

### 2010 Baseline vs. 2016 Target

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2010 Baseline</th>
<th>2016 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students entering kindergarten and meeting age-level expectations in all areas</td>
<td>48%</td>
<td>53%</td>
</tr>
<tr>
<td>% of TPS graduates who enroll in post-secondary education</td>
<td>59%</td>
<td>70%</td>
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</table>
Arguably the most passionate and boisterous fans in all of sports, the Seahawks 12th man is symbolic of what happens when individuals and a community come together for a common purpose.

So it’s fitting as you scan the final pages of the first community impact report that we remind you—reaching—a community’s shared goal is a team sport. Sitting on the sidelines won’t help us reach this goal.

How can you be part of a community that inspires hope, expects more for every child, builds confidence and opens up a world of possibilities for the students of Tacoma?

If you’re a retired teacher or artist, dentist or doctor, mother or fire fighter, consider volunteering in your children’s school.

If you’re a neighbor, don’t be afraid to question why a student isn’t at school in the middle of the day.

If you’re an employer, adopt a school—financially or with volunteers. Create internship opportunities. Establish flexible policies that allow your employees to attend school conferences or important activities at their

Time Learning Center, Afterschool Programs
United Voices
United Way of Pierce County
University of Puget Sound
University of Washington Tacoma
UPS Access Programs
UPS Race and Pedagogy Initiative
UWT Center for Strong Schools
UWT Math Science Leadership
UWT School of Education
Vibrant Schools Tacoma
WASHBoard.org
Washington College Access Network
Washington State Department of Early Learning
Wells Fargo
Woodworth Family Foundation
Workforce Central
World Vision
Write 9253
YWCA of Pierce & Kitsap Counties