Academic Excellence - Graduation
Tacoma Public Schools
Strategic Plan Benchmarks

February 14, 2013
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Deputy Superintendent
Key data findings:

- TPS on-time graduation rates significantly increased
- 67.4% of students graduating on time
- 24% of our adjusted cohort of students dropping out
- 8% continuing
- TBD % of students graduating – extended time, being verified by state
- TBD % of English Language Learners (ELL) students graduating
- TBD % of students re-enrolled from dropout status is still being collected
- We have disparity in our results among our identified groups
District On-Time Graduation

As Reported by OSPI

OSPI Adjusted Cohort (N-1900)
- Dropouts: 26%
- Graduates: 73%
- Continuing: 1%

Data for “Class of 2012” which started 9th grade in the 2008-09 school year
Gender

Female

Male

Graduate gap +11% female advantage
Poverty

FRL- Yes

Graduate gap for poverty +21%

FRL - No

Graduate gap for poverty +21%
Special Education

SPED - Yes

Graduate gap for SPED +23%

SPED - No

Graduate gap for SPED +23%
Mobility

Continuously Enrolled Beginning in 9th Grade

Transferred in After 9th Grade

Graduate gap for continuously enrolled +29%
Average graduate gap for Asian/White compared to all other groups +15%
Additional findings:

• 1362 senior students are eligible to submit a Collection of Evidence (COE) as a state alternative to passing a High School Proficiency Exam (HSPE) or End-of-Course (EOC) exam in reading, writing, math 1 and/or math 2. Students may choose to retake the tests.
Action plans taken for the respective school year:

- Principals, counselors and teachers are in the initial stages of utilizing the newly approved Tacoma Public Schools (TPS) Policy 2000, Credit Attainment, to ensure students have every opportunity to demonstrate mastery of the state standards.
Action plans taken for the respective school year:

• Collaborating with other departments to ensure more accurate and timely follow-up on students who have withdrawn from Tacoma Public Schools.
Action plans taken for the respective school year:

• The district eliminated a program that allowed non-district students who were not on track to graduate to enroll in TPS for admission to a Tacoma Community College program for graduation completion. Many of these students did not graduate and were then included in TPS dropout statistics.
Action plans taken for the respective school year:

• The TVL (Tacoma Virtual Learning) iCAN program will begin in mid-February. iCAN provides support for students enrolled in TVL for credit retrieval and will target seniors who need credit for graduation.
Action plans taken for the respective school year:

• Stadium High School’s new initiative, “Fresh Focus” is designed to ensure 9th grade students have the study and academic skills to succeed in high school courses. Intervention is built into the school day for struggling students and the Fresh Focus staff work together to support students identified by 8th grade teachers as at-risk based on course failures and discipline referrals.
Next Steps:

• Hire an outside consultant to review K-12 math to determine what caused the bump in scores.
• Coordinate professional development for teachers and principals around the 5 Dimensions of Teaching and Learning.
• Develop a comprehensive summer school plan that allows for students to gain core academic credit over the summer (with identified benchmarks of success).
• Hire a new Intervention Specialist to support implementation of a systemic K-12 RTI (Response to Intervention) plan.
• Finalize the Program Placement Process so additional innovative programs can be added that may impact the dropout and graduation rates in the District.
• Center for Re-engagement and Graduation Support - Identify and develop programs and partnerships that address HS1418 – Drop-Out Reengagement and improve graduation support.
Next Steps:

• Monitor underclassman students’ course failure, HSPE/EOC status, and discipline and attendance records.

• Develop Elementary Frameworks and Secondary Language Arts Curriculum Adoption that coordinates instructional practice and the common core in grades 6-12.

• Give PSAT to all 10th Grade Tacoma students (evaluate and build an action plan); increase AVID classes across the District; and, increase AP and IB training opportunities for all high school teachers.
Next Steps:

- Monitor all graduation requirements in February and notify students and parents by certified mail if student is not on track for 2013 graduation.
- Consult with students by teachers and counselors to solidify a plan to meet graduation requirements.
- Evaluate data on all intervention efforts to determine the most effective in credit retrieval and in meeting the ancillary graduation requirements (Culminating Project, High School and Beyond Plan, HSPE, EOC or alternative assessments).
Next Steps:

• Develop and implement a job-embedded professional development model to support all teachers.

• Consider Board Policies:
  – Graduation Requirements
  – Accelerating Learning
  – Grading
Baseline Goal:

The Superintendent recommends that the Board of Directors adopt the following goal:

- **By 2020 the overall graduation rate in TPS will be 85% with a Cohort Rate of 90% and eliminate disparities in our identified gaps.**