

Achievement Gap Report to the Community

Achievement gap

The observed disparity on a number of educational measures between the performance of groups of students.

www.tacomaschools.org

The screenshot shows the Tacoma Public Schools website. At the top left is the logo for Tacoma Public Schools. To the right of the logo are four small images: a basketball player, a historic building, a person working on a project, and another historic building. Below the images is a green navigation bar with the following links: District Information, Academics, Schools, Home, Employment, News, Calendars, and Contact Us. A search bar is located on the right side of the navigation bar. Below the navigation bar is a breadcrumb trail: YOU ARE HERE: HOME > DISTRICT INFORMATION > DEPARTMENTS & PROGRAMS > ASSESSMENT > ADDRESSING THE ACHIEVEMENT GAP. On the left side of the page is a sidebar with a list of links: About Us, Core Beliefs, Departments & Programs, School Board, and Superintendent. The main content area has a heading 'Addressing the Achievement Gap' followed by a paragraph of text. Below the text is a section titled 'Achievement Gap Documents' with a table listing two documents. At the bottom is a section titled 'Summary Link Web Part' with a list of three links.

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Addressing the Achievement Gap

In 2008-09, the Washington state legislature authorized an effort to examine the achievement gap for African American children. As a result, House Bill 2722 was signed into law on April 1, 2008. HB 2722 recognizes the specific needs of African-American students and authorizes a plan to eliminate the achievement gap. At the request of Superintendent Dr. Jarvis, Dr. Thelma Jackson agreed to conduct an extensive evaluation of the African American achievement gap in Tacoma Public Schools. Dr. Jackson's report provides a framework around which decisions can be made to support closing the achievement gap for African American and all students in Tacoma Public Schools.

Achievement Gap Documents

Type	Name
	Addressing the Achievement Gap Report
	Achievement Gap Supplement Charts

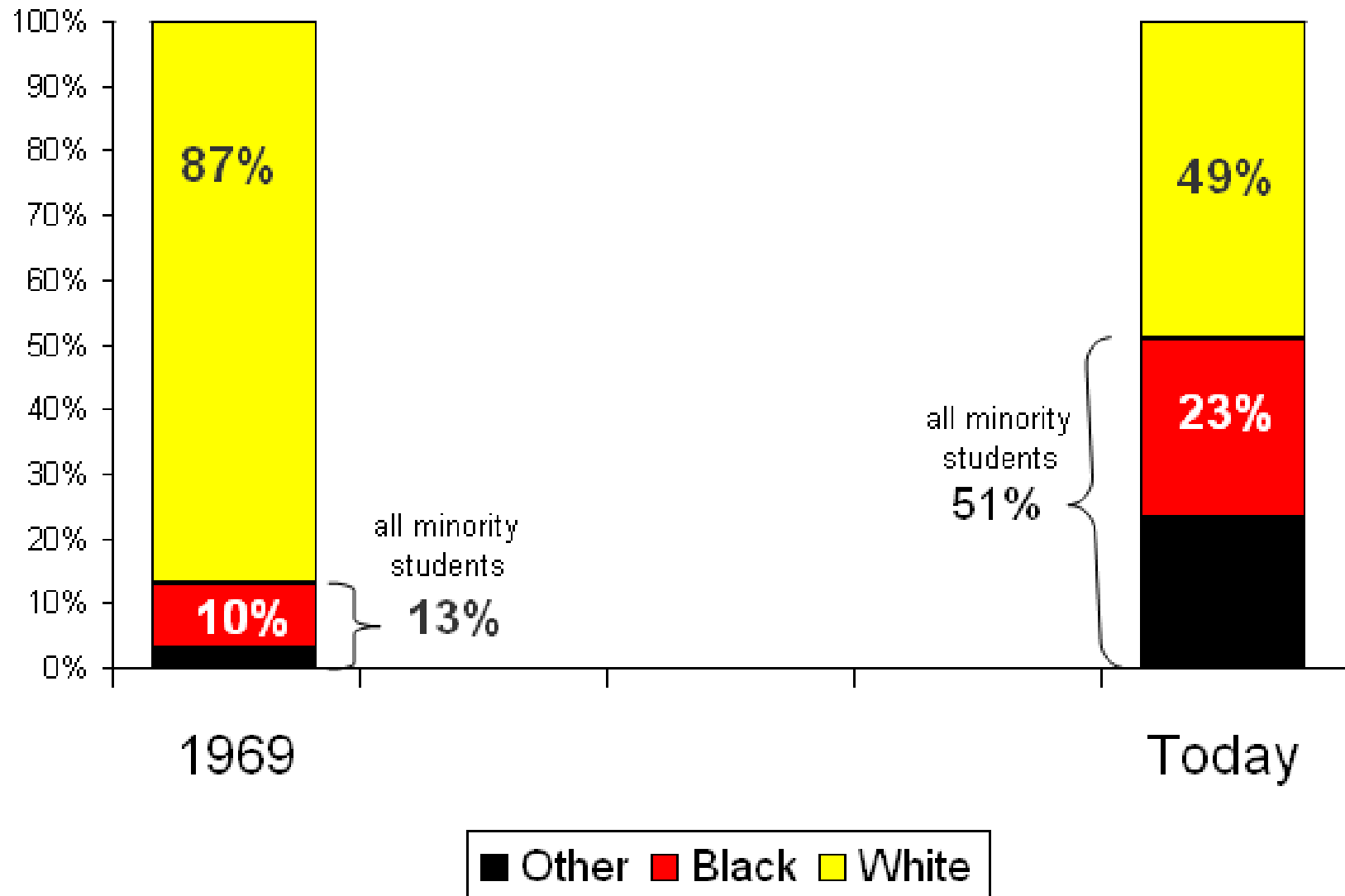
Summary Link Web Part

- [HS 2722 Legislative Bill](#)
- [The Black Education Strategy Roundtable](#)
- [Bailey and Jones WERA presentation regarding HS 2722](#)

Findings



1. Ethnic Trends



2. Old Issues revisited



Tacoma Superintendent Dr. Alexander Sergienko (1974 to 1979) (on right) with community members

- Desegregation efforts in Tacoma schools began in 1961 with superintendent, Dr. Angelo Giaudrone and continued by Dr. Alex Sergienko
- 1963, first year that student enrollment by race was compiled
- 1963, the Tacoma Branch of the NAACP urged its national legal division to request a federal investigation of Tacoma Public Schools
- 1968, the Tacoma Association of Classroom Teachers (TACT) was voicing significant support for desegregation
- 1970, Tacoma became the first school district to offer voluntary desegregation without a court order
- The District won federal NAACP Lamplighter Award for desegregation

3. Emerging District Priority



theneWStribune.com
THE NEWS TRIBUNE

"My focus and our focus really has been: How do we move further down that path of closing the achievement gap..."

***Dr. Art Jarvis
The News Tribune
8/20/2008***

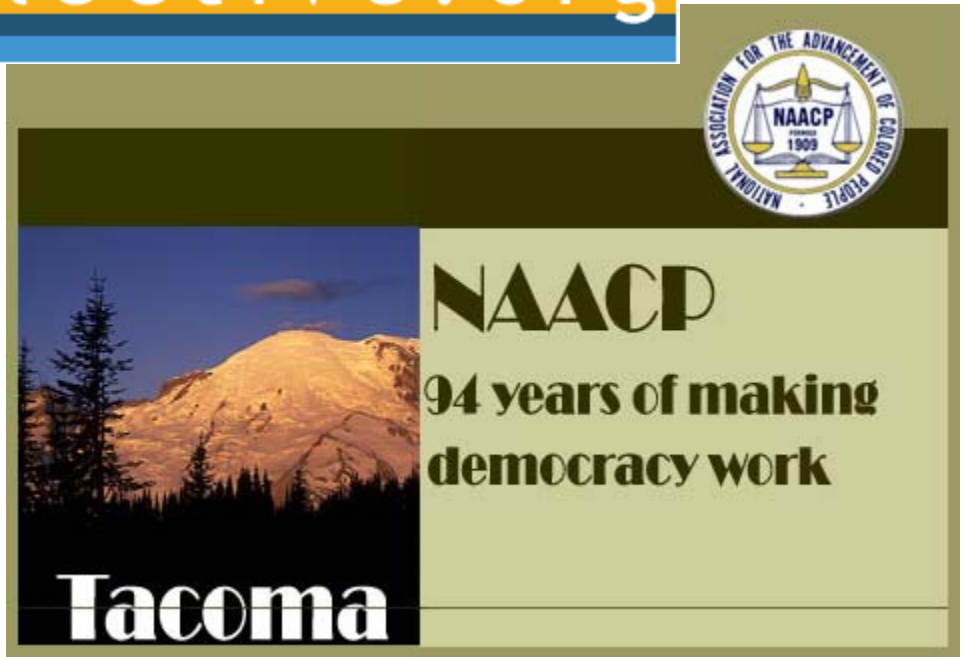
4. Commitment to Change



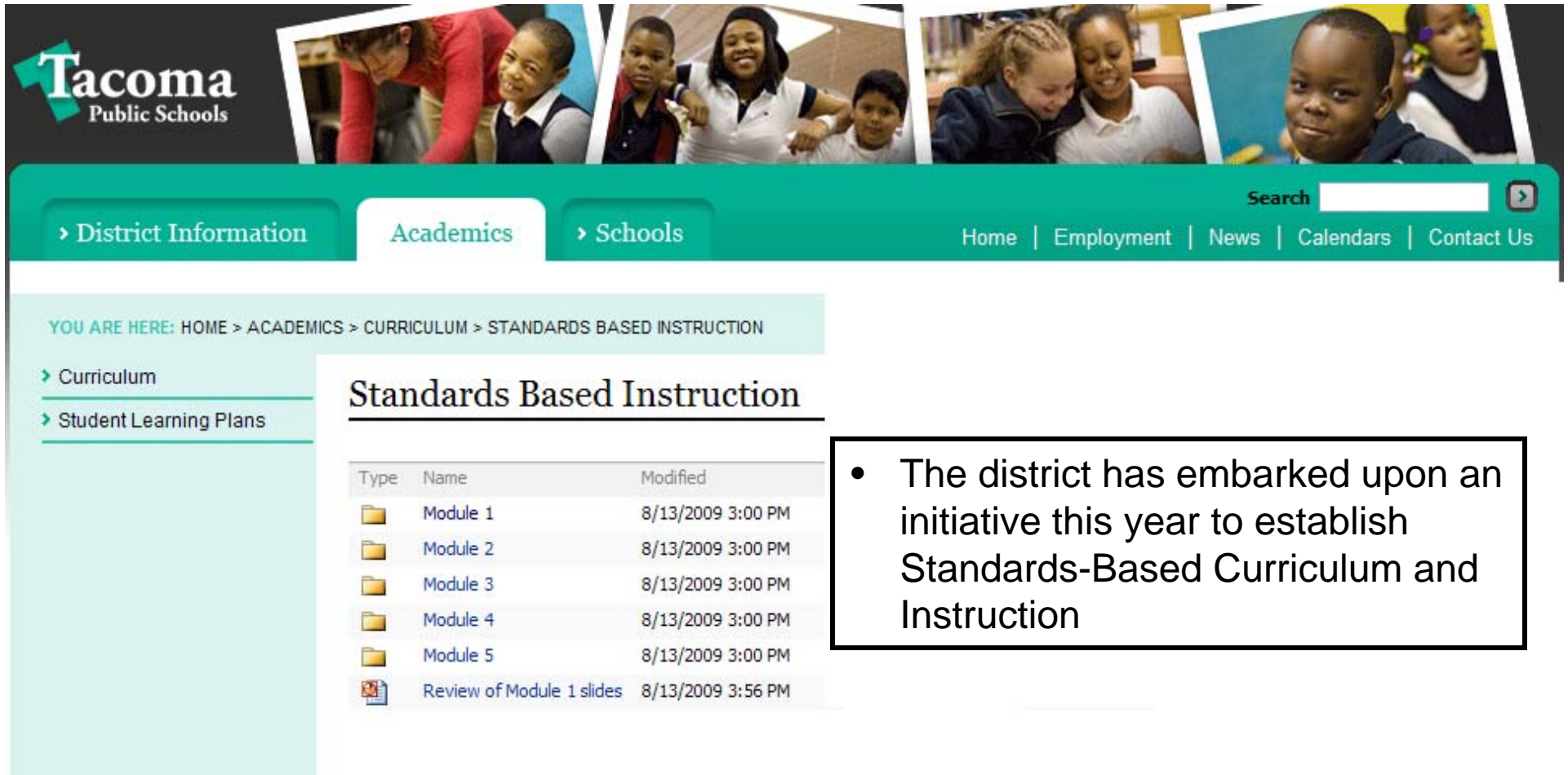
- Comprehensive systemic approach
- Re-commit to academic excellence

5. Community Issues

- Trust
- Communication
- Accountability



6. Standards-Based Curriculum/ Instruction



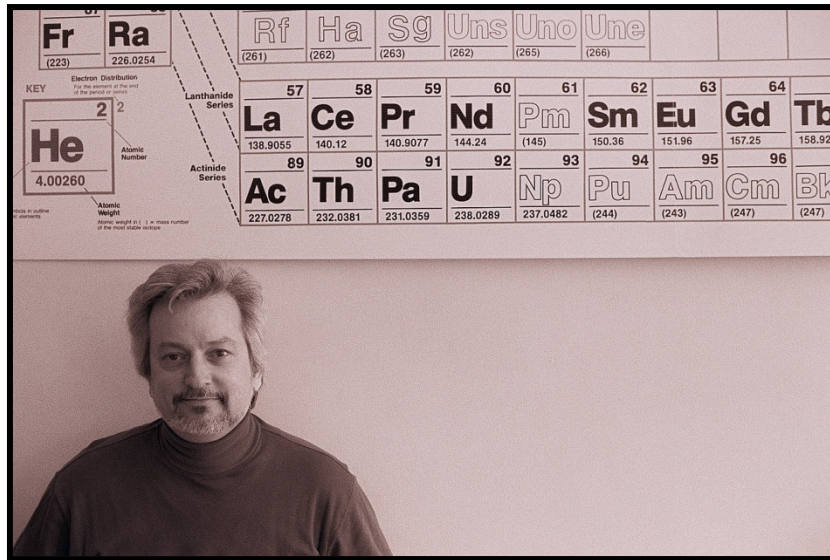
The screenshot shows the Tacoma Public Schools website. At the top left is the logo for Tacoma Public Schools. Below the logo are three photos of students and teachers. A teal navigation bar contains links for District Information, Academics, and Schools. To the right of the navigation bar is a search box and a list of links: Home, Employment, News, Calendars, and Contact Us. Below the navigation bar is a breadcrumb trail: YOU ARE HERE: HOME > ACADEMICS > CURRICULUM > STANDARDS BASED INSTRUCTION. On the left side, there are two menu items: Curriculum and Student Learning Plans. The main content area is titled "Standards Based Instruction" and contains a table with the following data:

Type	Name	Modified
Folder	Module 1	8/13/2009 3:00 PM
Folder	Module 2	8/13/2009 3:00 PM
Folder	Module 3	8/13/2009 3:00 PM
Folder	Module 4	8/13/2009 3:00 PM
Folder	Module 5	8/13/2009 3:00 PM
Document	Review of Module 1 slides	8/13/2009 3:56 PM

To the right of the table, there is a text box with the following content:

- The district has embarked upon an initiative this year to establish Standards-Based Curriculum and Instruction

7. Teacher Quality



- No single factor inside the school building determines academic progress as much as an effective teacher.
- In Tacoma, there are only 57 teachers working outside their endorsement areas and many of these are in specialty programs such as SOTA, ESL and ELL.
- There is no system of evaluation in place to validate teacher quality
- Few teachers are currently on improvement plans of any kind

8. Quality Teaching



- Problems of chronic absenteeism with some teachers (mostly on Mondays and Fridays and before and after holidays)
- According to Education Trust, if districts took the simple step of assuring that African American and other low-performing students had teachers of the same quality as other children, about half of the achievement gap would disappear

9. School/District Improvement Program



- District Improvement Plan does not differentiate and is a “one-size fits all” approach
- Low-performing schools are not planning for the focused intervention needed to close the gaps in their buildings as a result of this general approach to school improvement

10. Professional Development

<Sep	October, 2009				Nov>
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3
5 [W-5349-1] Math/Science Curriculum Topic Study - Session 2 of 4[3:30 - 6:30] [W-5377-1] PEP: Beginning Excel 2007[4:45 - 7:45]	6 [W-5380-1] PEP: Beginning Word 2007[4:45 - 7:45] [W-5237-3] PEP: Maximizing Instruction and Management (New)[8:30 - 3:30]	7 [W-5386-1] PEP: Total Customer Care Certificate (TCCC)[4:45 - 7:45]	8	9	10
12 [W-5381-1] PEP: Beginning Word 2007[4:45 - 7:45] [W-5386-2] PEP: Total Customer Care Certificate (TCCC)[4:45 - 7:45]	13 [W-5358-1] CTE: Standards Based Grading & Assessment[3:00-6:00] [W-5350-1] Math/Science Curriculum Topic Study - Session 2 of 4[3:30 - 6:30]	14 [W-5378-1] PEP: Beginning Excel 2007[4:45 - 7:45] [W-5386-3] PEP: Total Customer Care Certificate (TCCC)[4:45 - 7:45]	15 [W-5374-2] Reading Street [4:15 - 7:15] [W-5368-2] Step Up to Writing[4:15 - 6:15]		
19 [W-5386-4] PEP: Total Customer Care Certificate (TCCC)[4:45 - 7:45]	20	21 [W-5386-5] PEP: Total Customer Care Certificate (TCCC)[4:45 - 7:45]	22		
26 [W-5331-1] First Aid/CPR[4:00 - 7:00]	27 [W-5331-2] First Aid/CPR[4:00 - 7:00] [W-5351-1] Math/Science Curriculum Topic - Session 3 of 4 [3:30 - 6:30]	28 [W-5386-6] PEP: Total Customer Care Certificate (TCCC)[4:45 - 7:45]	29		

District needs more training in:

- Cultural Competency
- Culturally and Linguistically Responsive Teaching
- Culturally-Relevant Curriculum
- Multicultural Inclusion
- Cross-Cultural Communications
- Working with Hard-to-Reach Parents/Families
- Understanding Institutional Racism
- Effective Engagement of Ethnic Communities
- Relationship Building

11. Data Collection and Use



Variety of data sources:

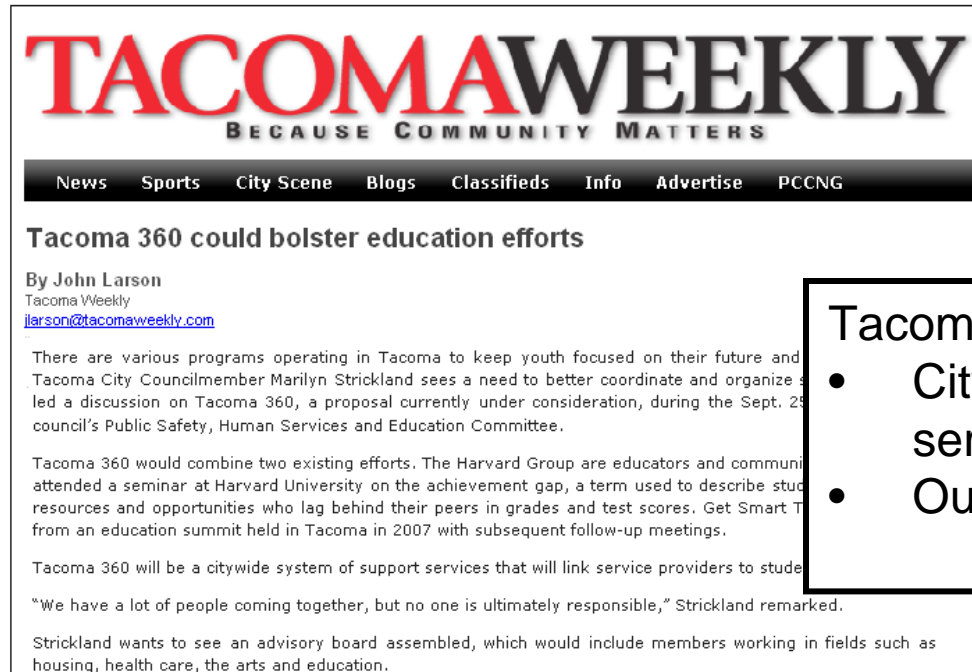
- How do we make use of the information?
- Do the district and buildings make use of data-driven decisions?



Tacoma Assessment Database (TAD)

[Registered Users Log In Here](#)

12. Tacoma 360



TACOMAWEEKLY
BECAUSE COMMUNITY MATTERS

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Tacoma 360 could bolster education efforts

By John Larson
Tacoma Weekly
jlarsen@tacomaweekly.com

There are various programs operating in Tacoma to keep youth focused on their future and Tacoma City Councilmember Marilyn Strickland sees a need to better coordinate and organize them. She led a discussion on Tacoma 360, a proposal currently under consideration, during the Sept. 25 council's Public Safety, Human Services and Education Committee.

Tacoma 360 would combine two existing efforts. The Harvard Group are educators and community members who attended a seminar at Harvard University on the achievement gap, a term used to describe students with limited resources and opportunities who lag behind their peers in grades and test scores. Get Smart Tacoma was created from an education summit held in Tacoma in 2007 with subsequent follow-up meetings.

Tacoma 360 will be a citywide system of support services that will link service providers to students and families.

"We have a lot of people coming together, but no one is ultimately responsible," Strickland remarked.

Strickland wants to see an advisory board assembled, which would include members working in fields such as housing, health care, the arts and education.

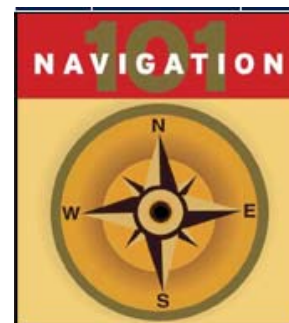
Tacoma 360:

- City-wide system of support services
- Outgrowth of the Harvard Group

13. Program Offerings



- Program Offerings:
- AVID
 - MESA
 - GEAR-UP
 - College Success Foundations
 - Navigation 101



14. Leadership



Leadership:

- School Board
- Superintendent
- Principals
- Hiring new staff
- Strategic planning

15. Communications



Ongoing and open communication

- School Board
- Administrators
- Teachers
- Community
- Parents
- Students

16. Parent Involvement/Engagement



Engagement

- Communicate across cultural groups
- Involvement of African American parents

17. Discipline

Discipline of African American students is disproportionate

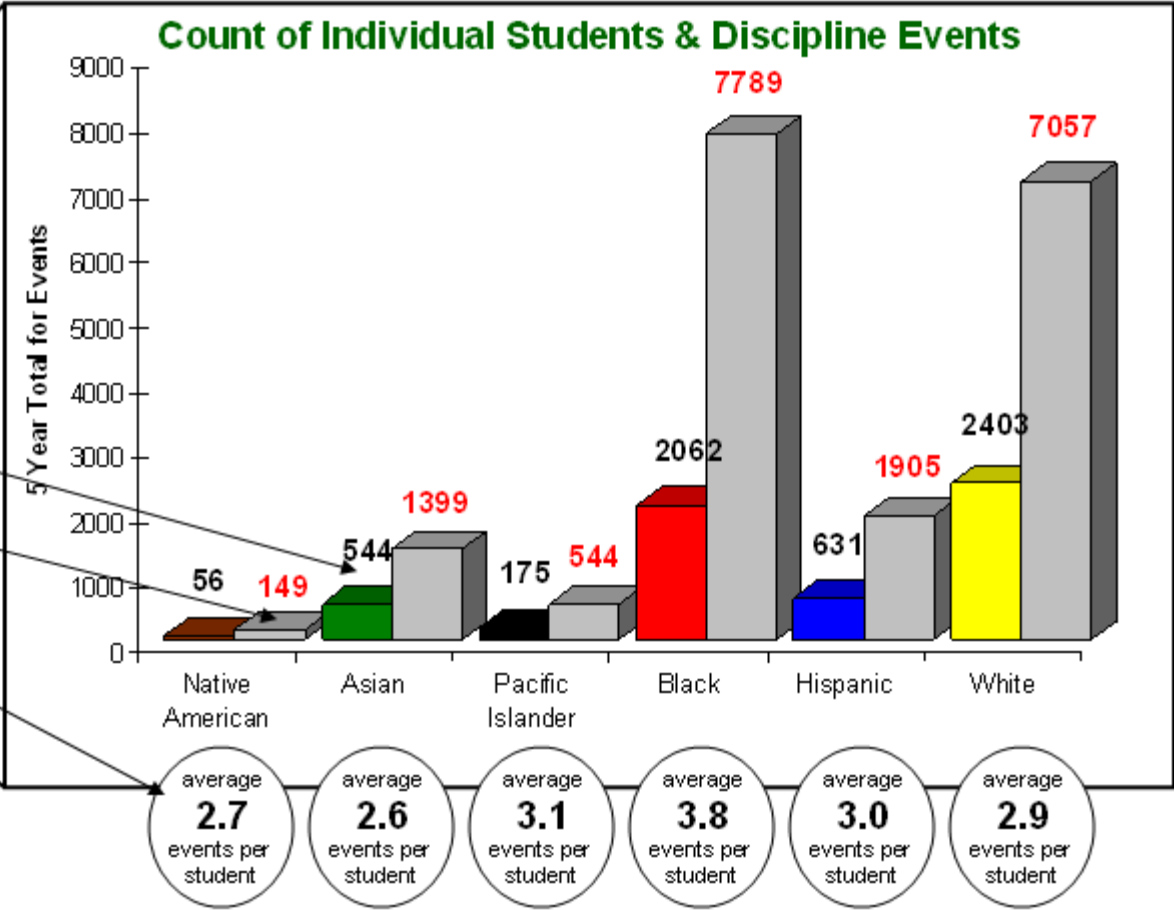
Discipline Summary Explained

Over the past five years, the TPS high school enrollment is approximately 9,500 students a year for a total enrollment of 52,416 students. During this time **5,871** individual students have recorded a discipline infraction which only represents 11 percent of the total population.

Color bars are the number of individual students (**5,871**) by ethnicity for the past 6 years.

Gray bars are the number of discipline events in 5 years (**18,843** events).

An individual student can be involved in multiple discipline events (repeat offenders) so the circles represent the average events per student ethnic group.



18. Attendance (Middle School)

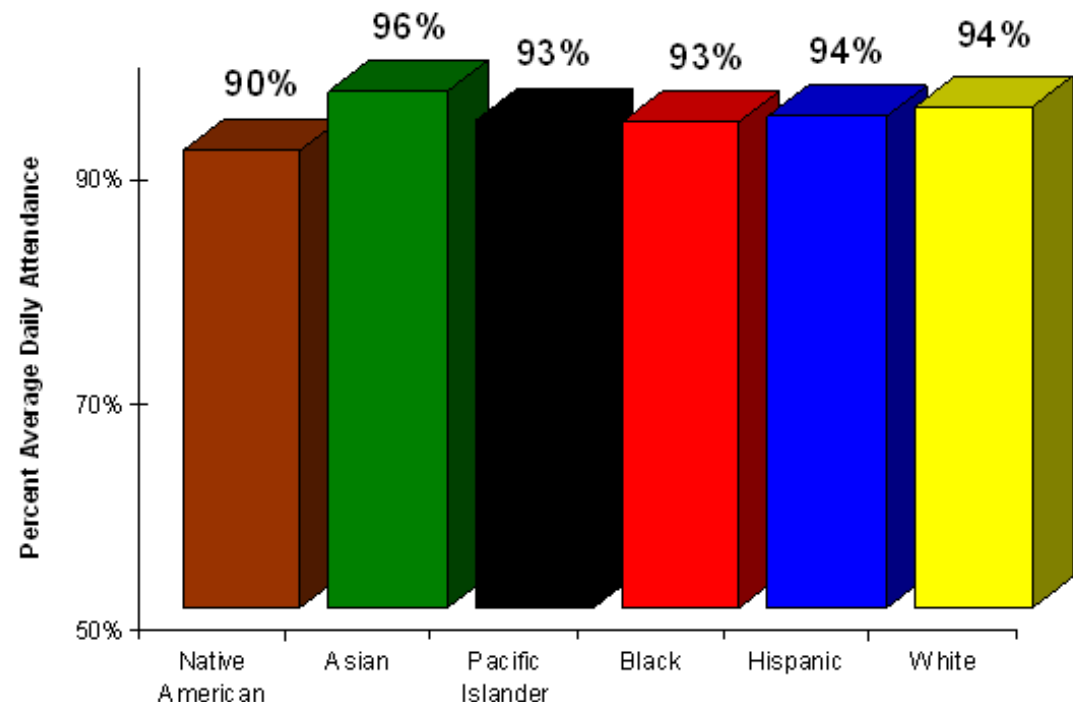
Attendance patterns problematic, especially in 8th grade.

MS Average Daily Attendance by School and Grade

	Gr 6	Gr 7	Gr 8
A. Giandrone	95.0%	92.9%	88.2%
Baker	98.6%	98.4%	91.5%
Gault	95.6%	94.9%	90.7%
Gray	92.6%	92.0%	87.6%
Hunt	96.1%	96.9%	89.2%
Jason Lee	92.4%	93.0%	89.6%
Mason	98.6%	98.0%	92.9%
McIlvaigh	92.8%	92.0%	90.4%
Meeker	99.8%	96.4%	94.2%
Stewart	98.8%	93.6%	90.4%
Truman	93.3%	95.6%	92.0%

Average Daily Attendance – The percent of days attended. For example, 90% ADA would mean a student is absent 18 out of 180 days

2007-08 Average Daily Attendance by Ethnicity



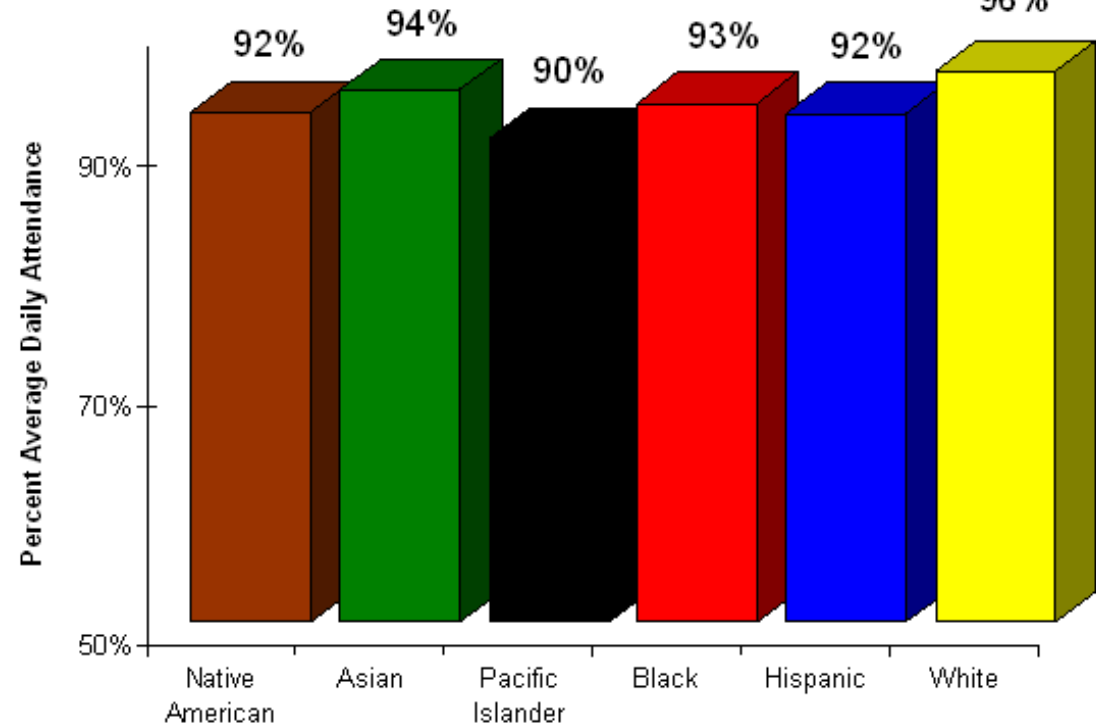
18. Attendance (High School)

HS Average Daily Attendance by School and Grade

	Gr 9	Gr 10	Gr 11	Gr 12
Foss	97.7%	98.3%	97.8%	92.5%
Lincoln HS	88.3%	89.8%	90.7%	91.5%
Mt Tahoma	88.9%	91.4%	92.0%	90.8%
Oakland	77.1%	85.7%	88.6%	92.3%
SOTA	94.3%	95.5%	96.3%	96.2%
Stadium	97.4%	97.7%	97.8%	94.3%
Wilson	97.2%	98.1%	98.7%	97.4%

Average Daily Attendance – The percent of days attended. For example, 90% ADA would mean a student is absent 18 out of 180 days

2007-08 Average Daily Attendance by Ethnicity



19. Special Education

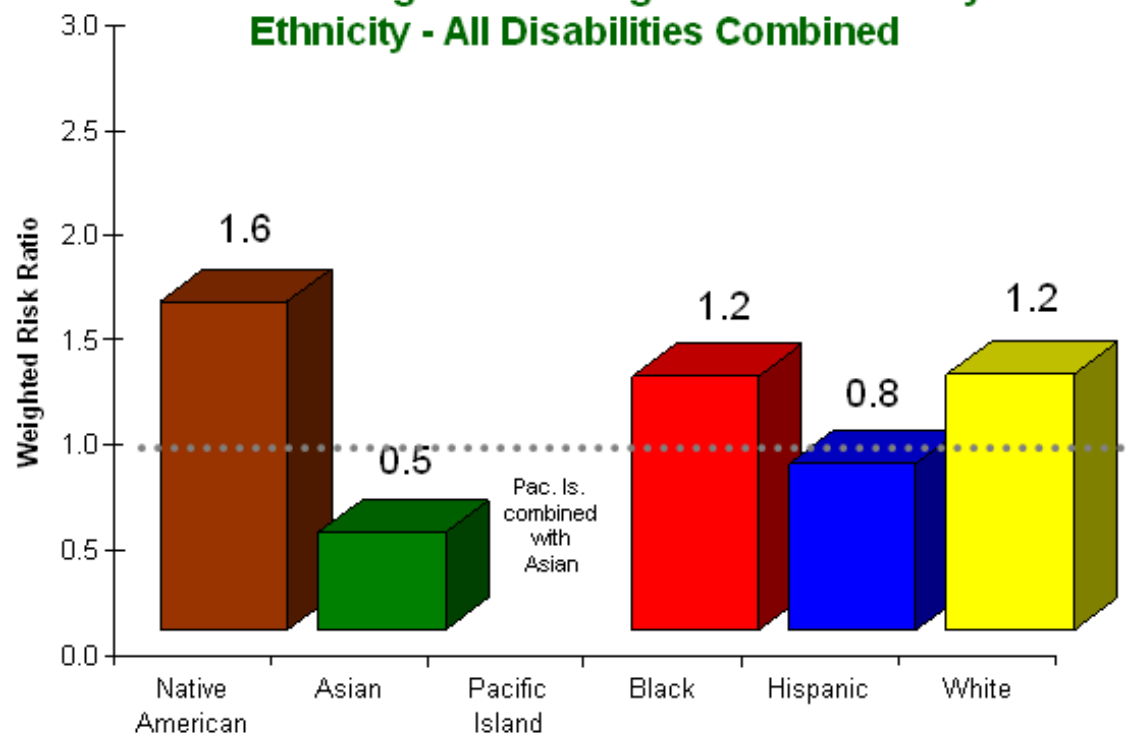
African American students are almost two times as likely to be classified Behaviorally Disabled. White students are two times as likely to be classified Autistic.

Weighted Risk Ratios by Category

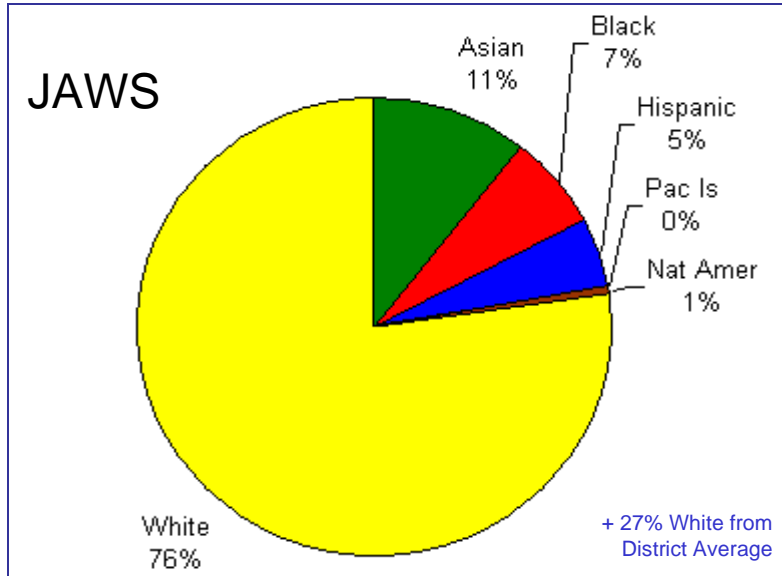
	All Disabilities	Autism	Comm Disorder	Emotional/Behavioral Disability	Health Impaired	Specific Learning Disabilities	Mental Retardation
Nat.Am.	1.6	1.2	1.0	2.4	1.8	1.6	2.0
Asian/PI	0.5	0.5	0.6	0.2	0.2	0.5	1.0
Black	1.2	0.7	0.9	1.8	1.0	1.5	1.4
Hispanic	0.8	0.4	0.9	0.5	0.4	1.0	0.6
White	1.2	2.1	1.3	1.3	1.9	1.0	1.0

Weighted Risk Ratio – a WRR greater than 1.0 indicates the degree to which students are over-represented in the special education category. For example, a score of 2.0 indicates that the group is two times more likely to be included in the category than all other students. A score of 0.5 means the students are half as likely to be included in the category.

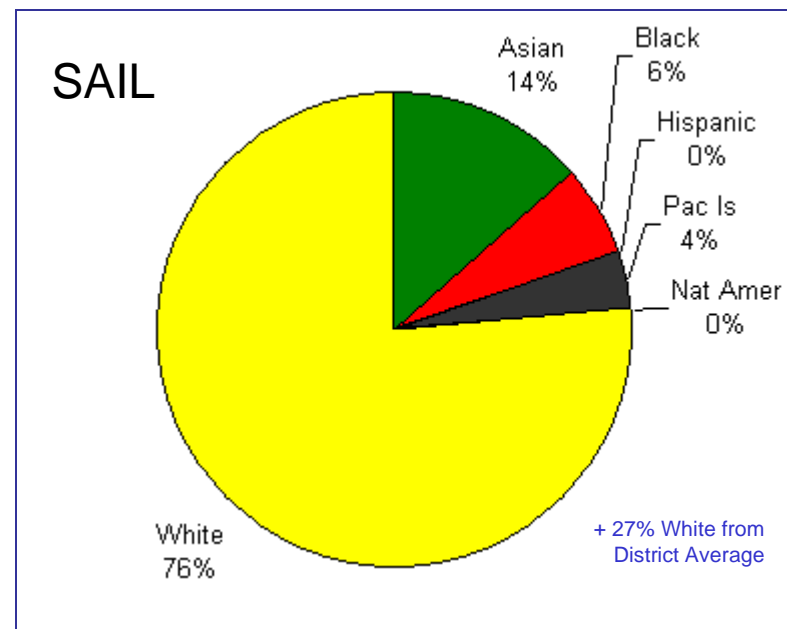
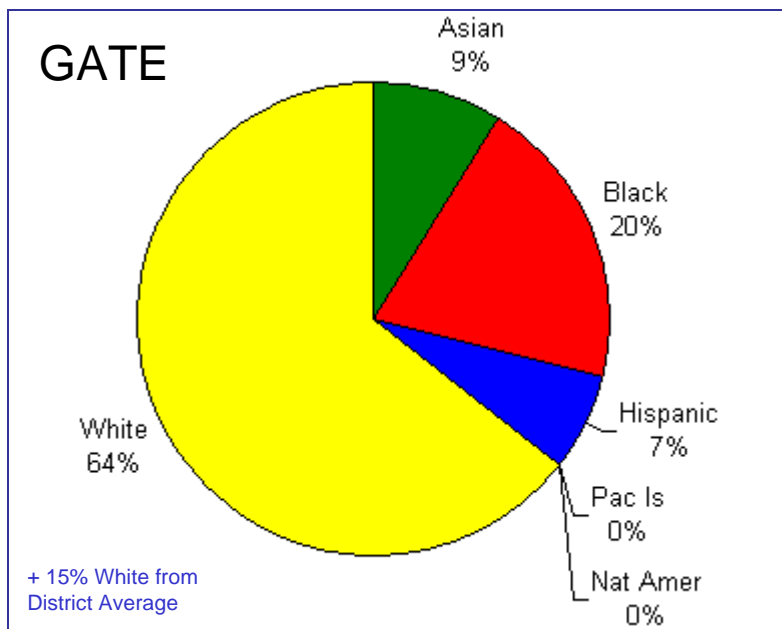
4 Year Average SPED Weighted Risk Ratio by Ethnicity - All Disabilities Combined



20. Honors/Intervention Classes (Elem.)

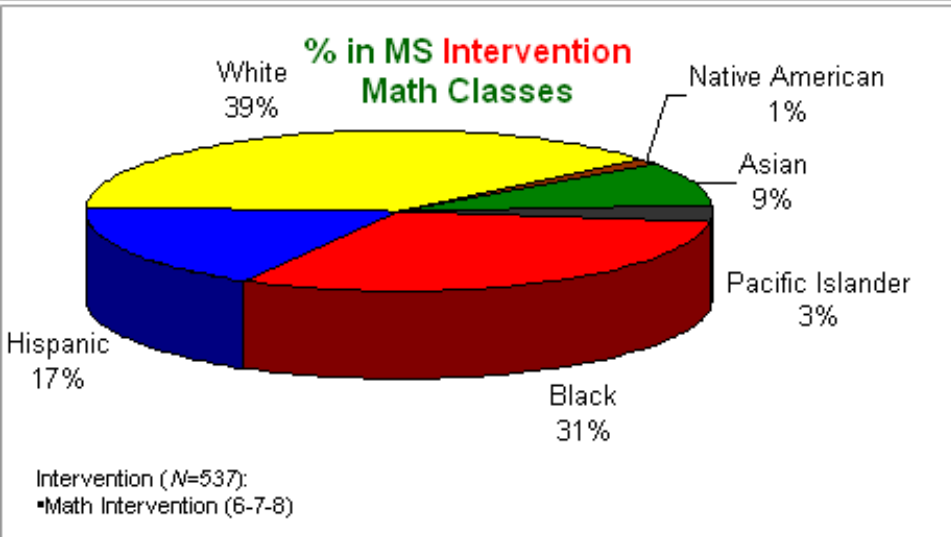
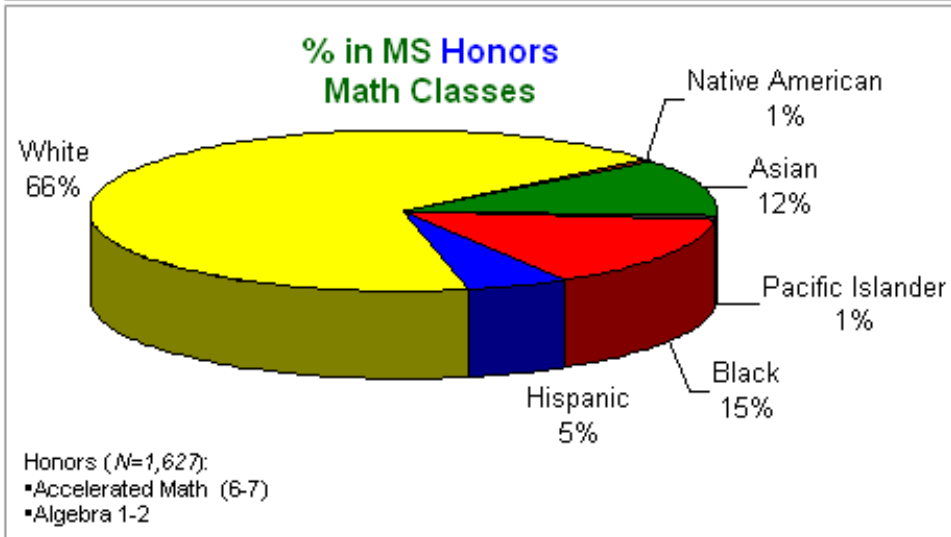
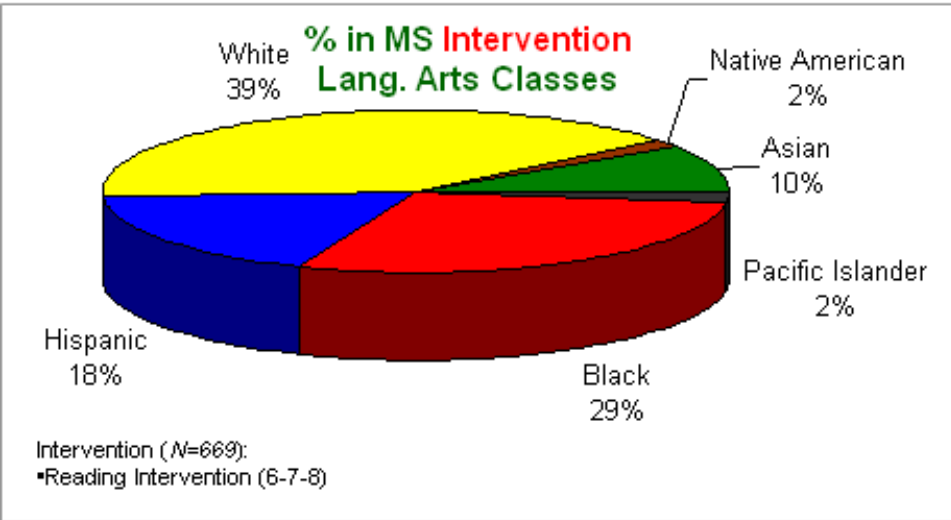
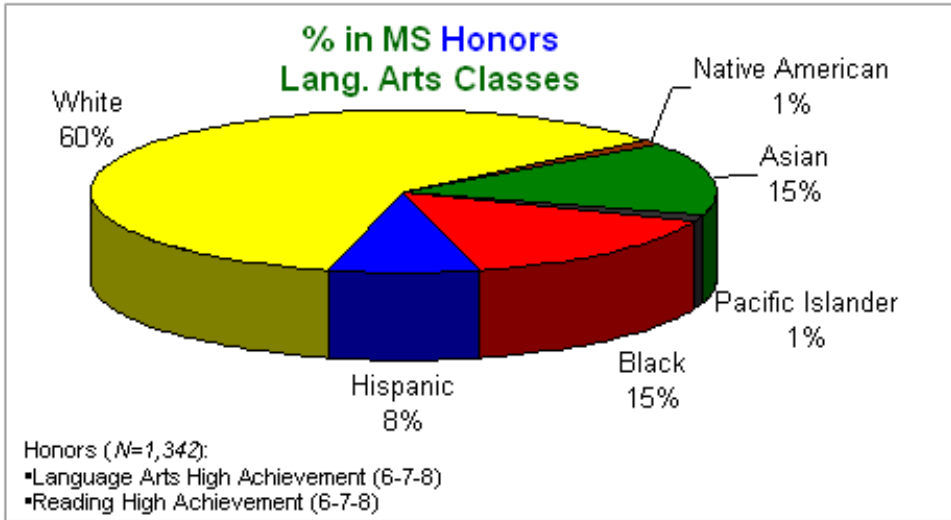


African American students are less likely to be in elementary level highly capable program.

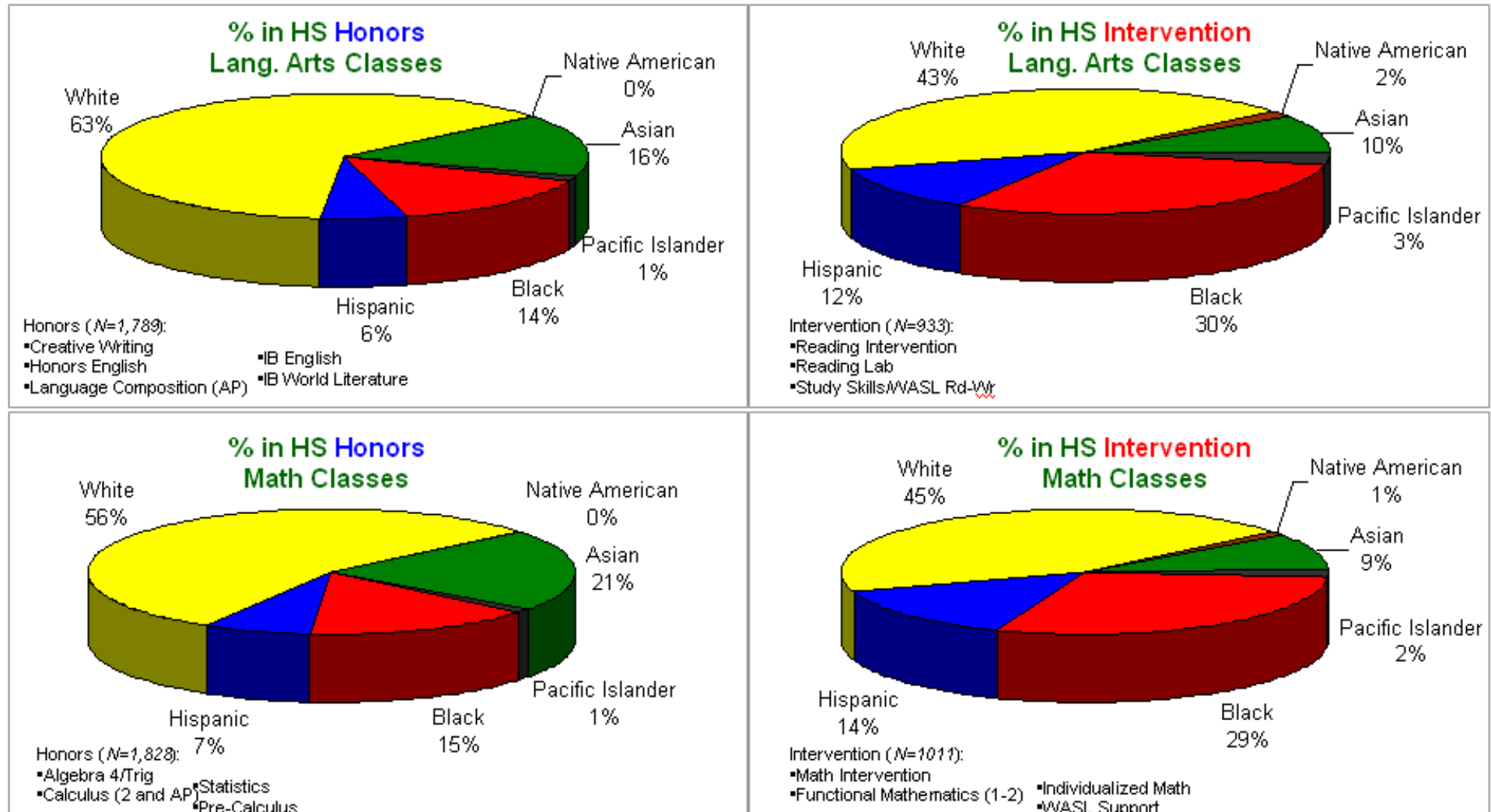


20. Honors/Intervention Classes (MS)

African American students are less likely to be in honors classes and more likely to be in intervention classes.

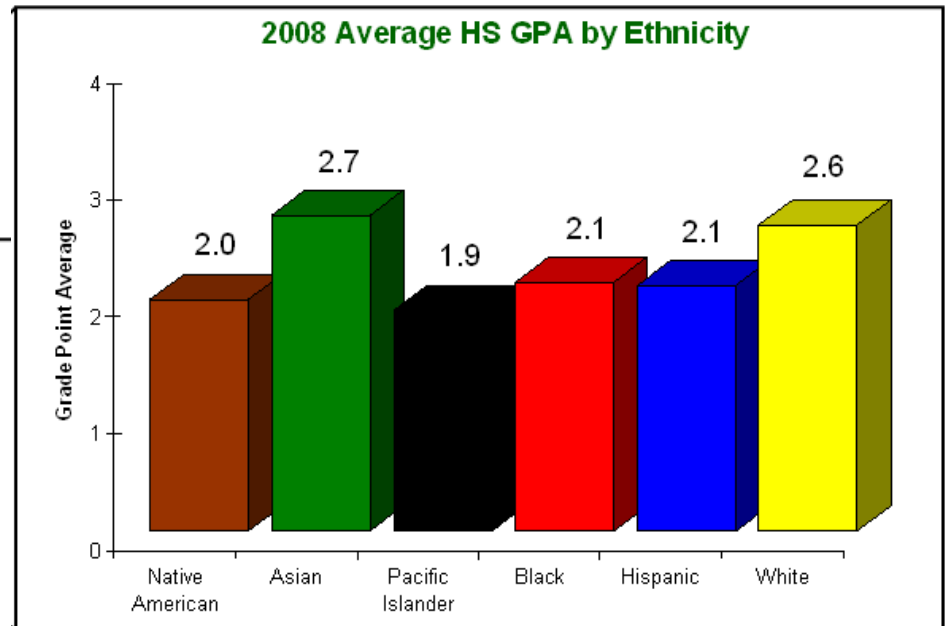
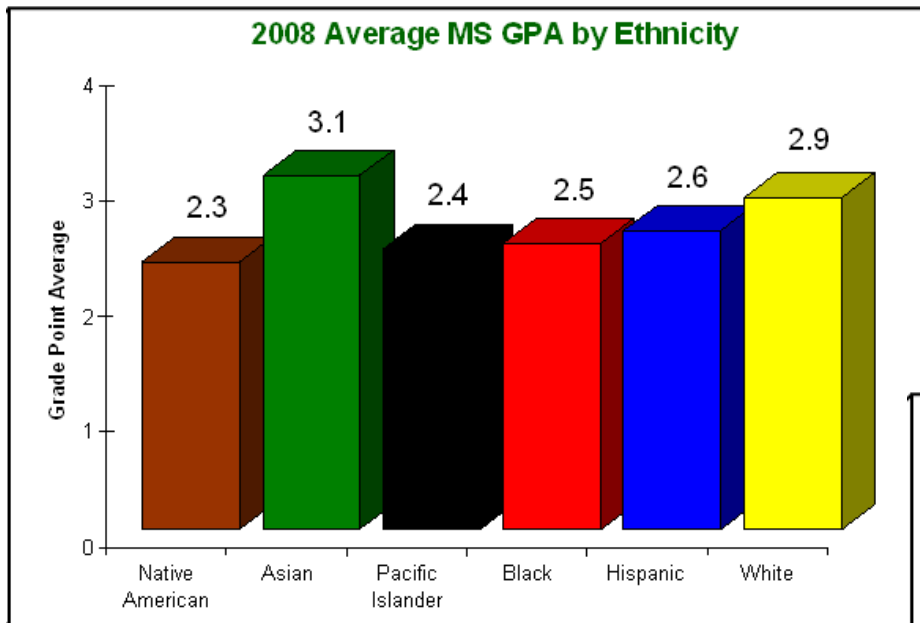


20. Honors/Intervention Classes (HS)




21. Grade Point Averages

African American students have lower GPAs in middle and high school



22. Drop-outs and 23. Graduation Rates

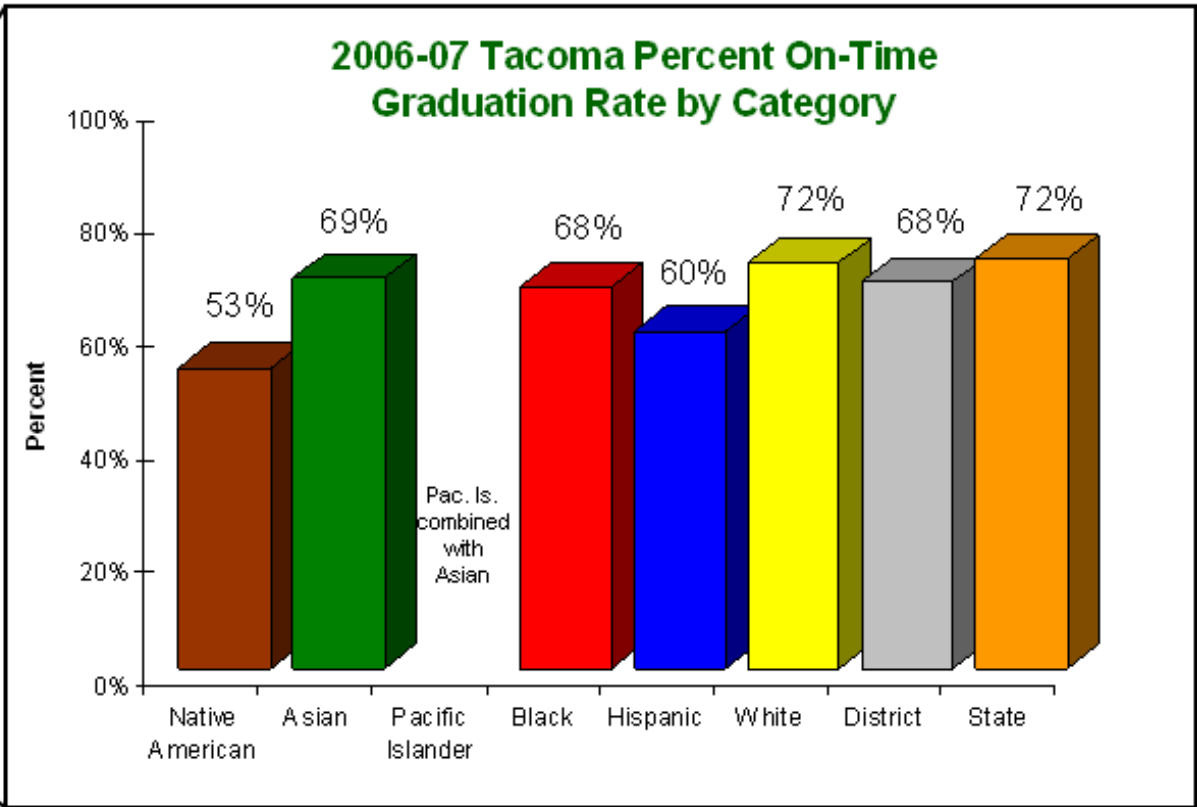
African American students have lower on-time graduation rates



**% of On-Time Graduation
2 Year Trend**


	2006	2007
Native American	58.9%	53.2%
Asian/Pac Islander	70.8%	69.2%
Black	65.4%	67.5%
Hispanic	58.8%	59.8%
White	69.1%	71.8%
District	67.6%	68.4%
State	70.4%	72.5%

On-Time Graduation Rate - These students would have started grade 9 and were expected to graduate "on-time" (in four years).



22. Drop-outs and 23. Graduation Rates

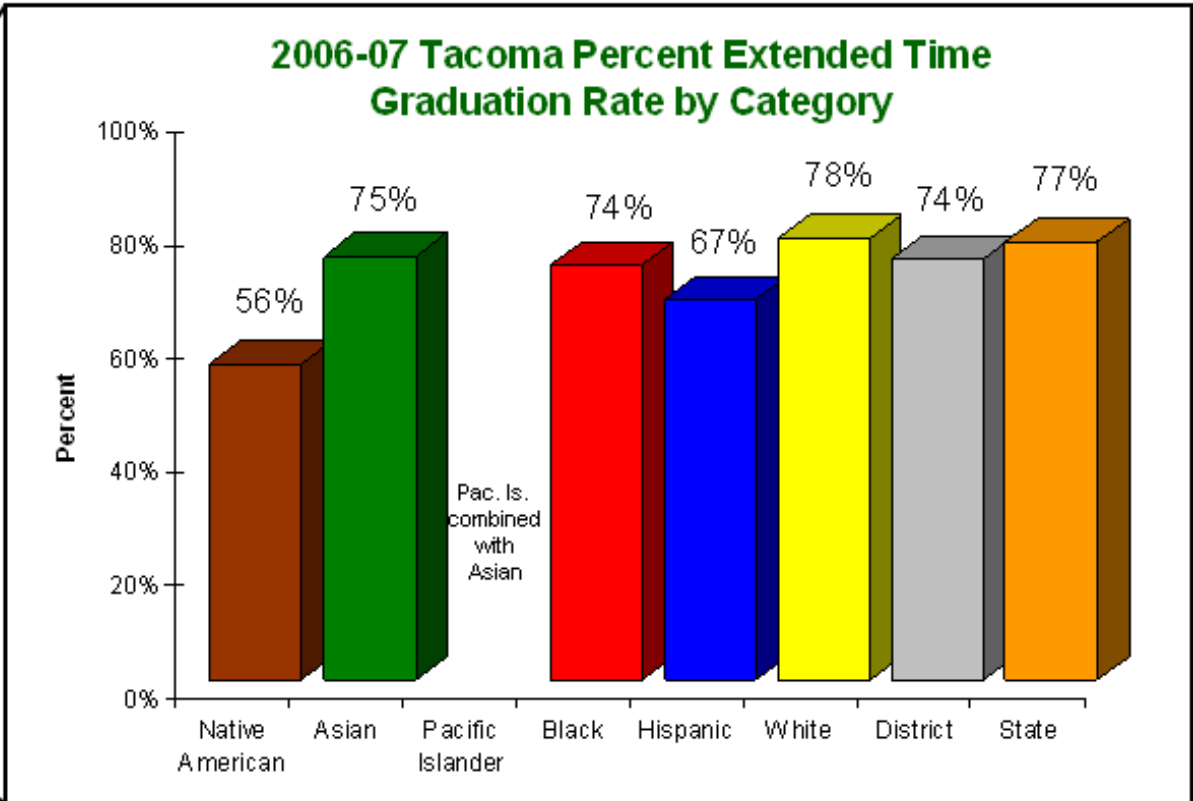
African American students have equal extended-time graduation rates.



**% of Extended Time Graduation
2 Year Trend**

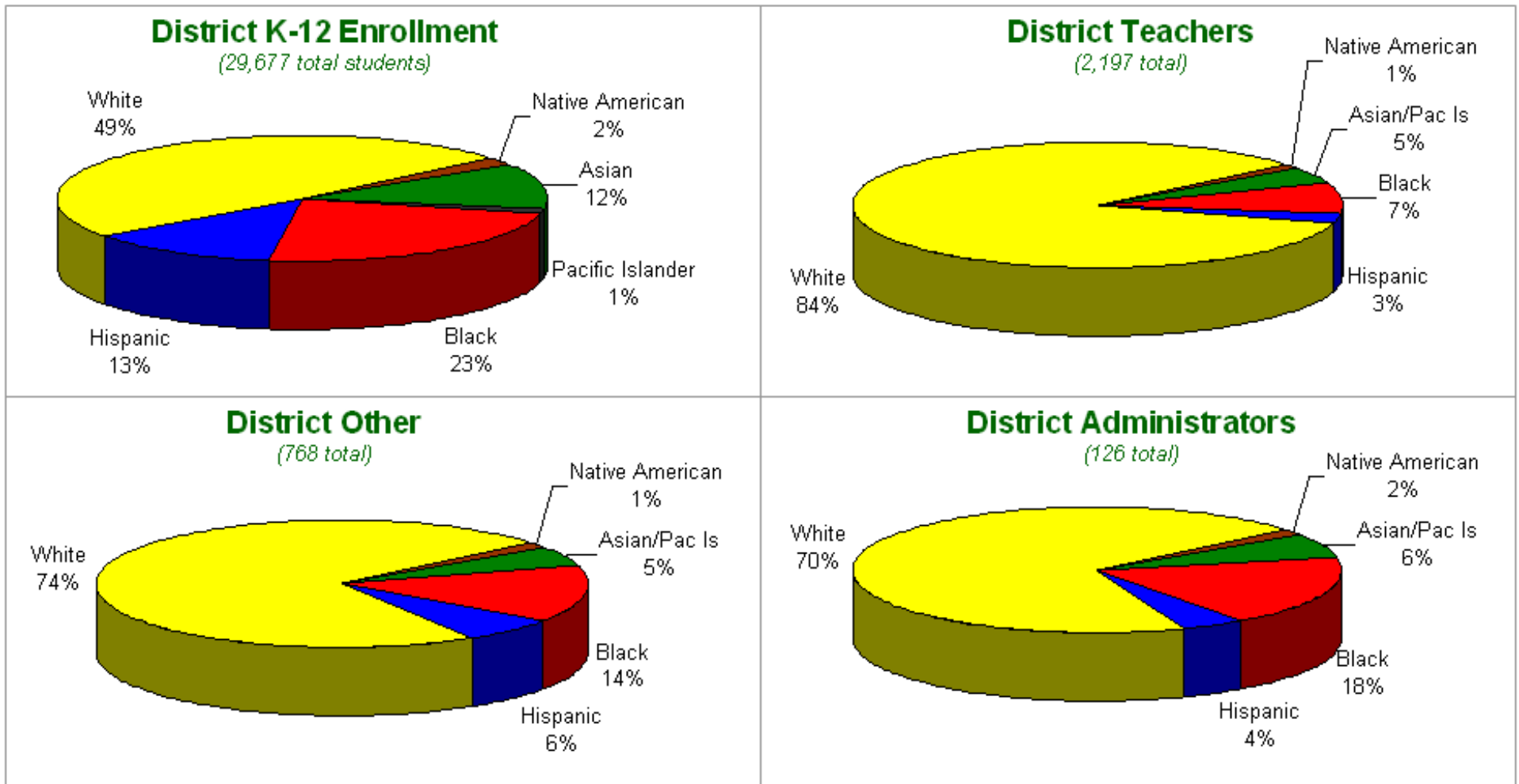
	2006	2007
Native American	68.8%	56.0%
Asian/Pac Islander	78.5%	75.0%
Black	75.8%	73.5%
Hispanic	64.3%	67.4%
White	75.3%	78.2%
District	74.8%	74.4%
State	75.1%	77.5%

Extended Graduation Rate - This rate includes students who graduated after their expected graduation year.



24. Recruitment and Retention

African Americans are 23% of the student population but only 7% of teaching staff



25. Organizational Structure

Organizational structure is under construction



26. Human Resource Management

Human resources oversees the personnel aspect of the district.



27. Equity and Diversity

Office should be more involved in staff training and professional development



28. Curriculum and Instruction

Suggest a curriculum audit related to:

- Relevancy
- Cultural Responsiveness
- Ability to fulfill contemporary needs



29. Community Engagement

Partnership with families and community.



30. District Climate

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- > About Us
- > Core Beliefs
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- > Superintendent

Climate Surveys

Tacoma School District values input from parents, students and staff. The school district believes that a healthy school climate can contribute to the achievement of students. Therefore, the District Climate Survey was designed to gather opinions from our parents, students and staff concerning their perceptions of school climate. The survey covers topics of safety, communication, diversity, student learning and student-led conferences. All surveys are 29 questions and measure the same concepts, re-worded for the target audience.

Related Links

- > Survey Overview (3 min. podcast)

District Overview

Name
District Overall Summary

District Summaries

Name
Complete Demographic Summary
Complete Parent School and District Summary
Complete Staff School and District Summary
Complete Student School and District Summary

- Target areas for improvement
- Monitor school climate

31. Student Support Services

- Summer school offered for course retrieval to graduate

Recommendations

- 1. Develop an organizational structure**
- 2. Develop a comprehensive Strategic Action Plan with a focus on students and closing the achievement gap**
- 3. Provide a Comprehensive Plan for Staff Development that is mandatory for teachers, administrators, and other staff involved in the teaching and learning process.**
- 4. Ensure that African American students are provided quality teachers at every stage of their education**
- 5. Ensure that African American students are adequately represented in specialty programs such as SOTA, Highly Capable, SAMI, AP, IB, etc.**
- 6. Meet with representatives of the African American community, including parents, on a regular basis (semester or yearly as new data is available) to report on the status of closing the achievement gap and increasing test scores**

Recommendations

- 7. Complete the review of the Highly Capable program, and make the necessary changes to eliminate the gross disproportionality that currently exists for African American students**
- 8. Appoint a Drop Out Prevention Task Force**
- 9. Review and update discipline policies and procedures, develop uniform definitions, and provide training for appropriate staff in the implementation of the policies and procedures**
- 10. Develop a specific Outreach Program for African American parents and families to enhance their engagement in the schooling process for their children**
- 11. Convene several African American student Focus Groups to inquire about the learning environment in Tacoma Public Schools**
- 12. Develop innovative recruitment and retention programs to increase the number of African American staff at all levels of the organization**

Recommendations

- 13. Accelerate the attention currently being given to chronic absenteeism of teachers**
- 14. Perform a comprehensive curriculum audit**
- 15. Put into place an accountability system for principals and teachers to ensure that African American students are receiving a rigorous and equitable education**
- 16. Enhance and formalize the partnership with the College Success Foundation to expand program services throughout all middle and high schools**
- 17. Make better use of the MESA Program as a resource for African American students in middle and high school**
- 18. Strengthen partnerships with various aspects of the African American community**



**For more information
contact**

**Tacoma Public Schools
253-571-1000**