Academic Excellence Monitoring Report

Tacoma Public Schools
Strategic Plan Benchmarks
February 26, 2015
GOAL 1 Academic Excellence
All students will perform at or above grade level and we will eliminate disparities among all groups.
Secondary Focus

- Grade 9: Percent of students failing more than one class
- Prepared for Life After High School
- Eligibility/Readiness: Coursework & Rigor
- Extracurricular Activities
Ninth Grade

Failure Rates
Failure Rates:
First-semester one class

- Number of students: [chart showing percent of students by month]

<table>
<thead>
<tr>
<th>Month</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>0.0%</td>
<td>9.8%</td>
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<tr>
<td>October</td>
<td>13.1</td>
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<tr>
<td>November</td>
<td>12.5</td>
<td>26.7</td>
</tr>
<tr>
<td>December</td>
<td>21.4</td>
<td>33.8</td>
</tr>
<tr>
<td>January</td>
<td>21.1</td>
<td>30.1</td>
</tr>
<tr>
<td>November</td>
<td>19.6</td>
<td>28.5</td>
</tr>
<tr>
<td>December</td>
<td>17.6</td>
<td>25.7</td>
</tr>
<tr>
<td>January</td>
<td>17.4</td>
<td>22.0</td>
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<td>18.2</td>
</tr>
<tr>
<td>November</td>
<td>17.6</td>
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</table>
Failure Rates:
First-semester more than one class
Key Findings

- Greater number of 2014 students failing ONE class.
- Fewer students in 2014 failing MORE than ONE class.
Next Steps

• Secondary principals currently leading teaching staff in a discussion of fair grading practices.
  • Why are students failing?
  • Do they know the material/meet the standard?

• Continue with extended learning opportunities for students.

• “All hands on deck” approach to student support services.

• Continued focus on CEL 5D Teaching Evaluation framework (Ex. Classroom Environment, Student Engagement).
Prepared For Life After High School

Verified Acceptance Next Institution (VANI)
## 2015 Senior Data

<table>
<thead>
<tr>
<th>High School</th>
<th>Seniors with VANI</th>
<th>Active Seniors</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foss</td>
<td>15</td>
<td>199</td>
<td>8</td>
</tr>
<tr>
<td>Lincoln</td>
<td>24</td>
<td>288</td>
<td>8</td>
</tr>
<tr>
<td>Mount Tahoma</td>
<td>45</td>
<td>307</td>
<td>15</td>
</tr>
<tr>
<td>Stadium</td>
<td>30</td>
<td>387</td>
<td>8</td>
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<tr>
<td>Wilson</td>
<td>5</td>
<td>309</td>
<td>2</td>
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<td>Oakland</td>
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<td>52</td>
<td>2</td>
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<tr>
<td>SOTA</td>
<td>6</td>
<td>69</td>
<td>9</td>
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<tr>
<td>SAMi</td>
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</tr>
</tbody>
</table>
Post-Secondary Acceptance

Student Life After High School (Post-Secondary Acceptance)
District

Percent of Acceptance

- 35.8% (2013)
- 36.7% (2014)
- 5.2% (2015)

Grade Levels: 12 and Graduated
Key Findings

- Our data collection is way ahead of previous years for February.
- Mt. Tahoma is currently leading the VANI efforts.
- We anticipate an increase over the last two years due to the data tracking systems we have put into place.
**Next Steps**

- Monitor and report in program evaluation
- Collaborate with post-secondary organizations receiving Tacoma students to support cohorts and increase completion rates
- Continue recursive messaging process in each building and celebrate student achievement!
- Following ERCD reports to analyze where students actually enroll in post-secondary and their persistence rates through the first year of post-secondary, which is a strong indicator of whether they will complete the post-secondary program
Eligibility/Readiness

Coursework & Rigor
Top 10 Industry Recognized Certifications Earned (2013-14)

8. Bus Mktg.: MOS-Core Excel (2)
7. Bus Mktg.: MOS-Core Word (20)
6. Bus Mktg.: Excel 2010 Core (21)
5. Bus Mktg.: MOS-Core PPPT (43)
4. Bus Mktg.: Word 2010 Core (58)
3. HH: First Aid/CPR with AED (62)
2. Bus Mktg.: Food Handler’s Card (69)
1. Bus Mktg.: PPT 2010 Core (91)
Prepared for Life After High School

Student Eligibility and Readiness (Industry Certification)

- 2013: 2.3%
- 2014: 3.0%
Key Findings

• Completing a program review to inventory class offerings and alignments of Industry Recognized Certification (IRC) available.

• Increase in IRC’s available and attained since inception as a district benchmark to the Measuring the Whole Child Initiative.

• Business and Marketing career pathway provides greatest access to IRC as a result of OSPI partnership with the Microsoft Corporation for the Microsoft Information Technology Academy.
Next Steps

• In partnership with our Student Data Department is creating an operational report to track and respond to IRC attainment with live data to inform program changes.

• Organize Career Pathways with Courses of Study to ensure each CTE Student Pathway Completer (360 instructional hours) has access to attain an Industry Recognized Certification (IRC).
Rigor - Update

• Student Enrollment in Rigorous Courses has shown a steady increase over the past three years.

• This increase is true for all student ethnic groups but one.

• Three of Five Comprehensive Schools have met the superintendent’s 55% goal.

• Both SAMI and SOTA have significantly exceeded the goal.
Next Steps

• Establish new benchmark for percentage of students in rigorous courses.

• Continue to promote rigorous courses to all students.

• Continue to provide staff professional development
Next Steps Continued

• Continue to implement School Board Policy 2406: Academic Acceleration (AA).
  – Students who meet standard on state assessments in English Language Arts (ELA) will automatically be placed in a course of rigor.
  – Continue to educate community on AA Policy.

• Provide academic supports to students:
  – Summer
  – Afterschool
Extracurricular Activities

Athletic Participation Grades 8 & 9
8th Grade Athletic Participation
Session I and II Sports
9th Grade Athletic Participation
Fall and Winter Sports
Key Findings

• Development of extra-curricular specific fields within the district’s student information system to better track participation data and breakdown data in various categories.

• Majority of the schools are at or near the national average specific to involvement in athletics, currently, and will improve as the 14-15 year continues.

• In terms of equity, our female participations numbers are significantly stronger, than the national average, specifically at the middle school level.
Next Steps

• We will have school club and after-school offering participation numbers in the district student information system in March. These participation numbers will be collected twice a year.

• We are continuing to improve the athletic registration process to make it easier for families to complete the required paperwork, which will further eliminate hurdles toward participation.
Next Steps Continued

• Developing a deeper analysis of data to allow us to compare academic rates of students who are participating in one or more extracurricular activity versus those who currently are not.

• Key Goal is to have every athletic program at each of the schools at full participation at all levels (V, JV, and/or C – Both HS and MS)
Questions?