Presented by:

Toni Pace
Roger Chow
Minh-Anh Hodge
Patrick Cummings
Action Steps:

Academic Excellence – All students will perform at or above grade level and we will eliminate disparities among all groups.
Pre K-5 – Each Elementary will complete an annual summary of the buildings’ Social Emotional Learning Action Plan.

- Partnership with University of Washington Tacoma in training staff in 13 of our schools in the area of strategies in Positive Behavior Instructional Strategies. Each of the schools involved will develop an action plan to implement the strategies and eventually every school in the District will be trained and will have a plan.
Grade 5 Math and Reading:

- The Teacher’s Development Group (TDG) is providing embedded coaching and math teaching strategy training to all Elementary Schools in the District.
- Elementary Teachers are implementing a new Literacy Framework and are receiving training from Curriculum and Instruction around the teaching strategies needed to individualize literacy instruction for all students in the classroom.
- A Classroom Library was given to each elementary teacher who received training on how to use the library. Training was based on the Workshop Model of literacy instruction.
Grade 8 Reading, Math and Extracurricular Activities:

• New Springboard Adoption for Language Arts Instruction. Aligned with the Common Core and focused on preparing every student for college.

• Provide every 8th grader with an opportunity to take the College Board’s RediStep Assessment which provides helpful information on the student’s readiness to take advanced courses in high school.

• This is the final year working with the Teacher’s Development Group (TDG) around improved pedagogy in Math. Math facilitators in C and I are working to build capacity with teacher leaders to lead this work after TDG is gone.

• Students take Algebra 1/2 in the 8th grade.

• Football in the Middle Schools.
Grade 9 Students failing one or more classes:

- Better data available for Principals and Level Directors to look at through eSchool+
- Principal Professional Development designed around looking at Data at every meeting
- Learning and Support looking at Data on a weekly basis to inform the work with the buildings
- More support for buildings to offer Extended Learning Opportunities for students
- Teachers implementing the 5 Dimensions of Teaching and Learning into daily lesson planning
- Teachers observing one another teach and collaborate together on ways to improve the practice
Grade 10 Reading, Math and Science:

- After 4 years of working with the Teacher’s Development Group, teacher leaders, the building Principals and our Math Instructional Facilitators are working together to continue the work around lesson study and the mathematical norms that are taught by TDG.
- Common Core Standards have been aligned with the Language Arts Curriculum and the Math Curriculum
- PSAT and SAT are given to all students
- Teachers implementing the 5 Dimensions of Teaching and Learning in all subject areas
Graduation: Students graduating on time, graduating-extended time, students dropping out, students re-enrolled from drop out.

- The Development of the Re-engagement Center
- On line learning opportunities for students (Tacoma Virtual Learning, ICan, Edgenuity)
- Partnerships with the Tacoma College Success Network, Bates Technical College, Tacoma Community College, Pacific Lutheran University, Boys and Girls Club, Metro Parks
- Extended Learning Opportunities for students to get additional help and credit
Prepared for Life After High School

• Verified acceptance letter from the next institution of higher learning
• Reports to verify students enrolled in extracurricular activities
• Partnerships with the Business Community to provide apprenticeships for students
Eligibility/Readiness: Students meeting the Higher Education College Requirements, the number of students taking at least one Advanced Placement, International Baccalaureate and/or College in the High School Course and students earning industry certification.

- More students invited to take Advanced Coursework. There is an “Opt-Out” policy where a student has to opt out of the class.
- More College in the High School options and closer partnerships with our surrounding colleges.
Looking at the data from 30,000 feet
Reading
Percent of Students Meeting Standard

3rd Grade Percent Meeting MSP Standard - Reading

5th Grade Percent Meeting MSP Standard - Reading
Reading
Percent of Students Meeting Standard

8th Grade Percent Meeting MSP Standard - Reading

10th Grade Percent Meeting HSPE Standard - Reading
Math
Percent of Students Meeting Standard

3rd Grade Percent Meeting MSP Standard - Reading

5th Grade Percent Meeting MSP Standard - Math
Math
Percent of Students Meeting Standard

8th Grade Percent Meeting MSP Standard - Math

10th Grade Percent Meeting EOC Standard - Algebra
Closer Look at the Data
### 3 Year Trends are Up or Down?

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<th>Science</th>
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**Trend Up**

**Trend Down**
Is the Math Gap Closing?

### 3rd Grade

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#### Black/White Gap

- Preferred Slope

### 5th Grade

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#### Black/White Gap

### 8th Grade

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#### Black/White Gap
Is the Reading Gap Closing?

**3rd Grade**

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<td>71%</td>
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**Average** 17% 20%

**5th Grade**

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**Average** 24% 24%

**8th Grade**

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**Average** 22% 21%
## Is the 3 Year Gap Trend Between White and Black Students Closing?

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</tr>
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</table>

- **Gap Closing**
- **Not Closing**
Math Subgroup Detail

3rd Grade Math by Subgroup - MSP 2013
Math Subgroup Detail

5th Grade Math by Subgroup - MSP 2013

- Tacoma: 58%
- Low-income: 48%
- Non Low income: 77%
- Female: 60%
- Male: 55%
- White: 67%
- Asian: 71%
- Pacific Islander: 46%
- American Indian: 42%
- Black: 41%
- Hispanic: 46%
- Continuously Enrolled: 60%
- Special Education: 21%
- Limited English: 28%
- Exited Limited English: 62%
Math Subgroup Detail

8th Grade Math by Subgroup - MSP 2013

- Tacoma: 37%
- Low-income: 28%
- Non-Low Income: 52%
- Female: 39%
- Male: 34%
- White: 45%
- Asian: 56%
- Pacific Islander: 31%
- American Indian: 22%
- Black: 22%
- Hispanic: 24%
- Continuously Enrolled: 38%
- Special Education: 6%
- Limited English: 14%
- Exited Limited English: 41%
Math Subgroup Detail

10th Grade Algebra by Subgroup - EOC1 2013

- Tacoma: 64%
- Low-Income: 57%
- Non-Low Income: 66%
- Female: 62%
- Male: 71%
- White: 72%
- Asian: 50%
- Pacific Islander: 57%
- American Indian: 52%
- Black: 68%
- Hispanic: 20%
- Continuously Enrolled: 50%
- Special Education: 56%
- Limited English: 0%
- Exited Limited English: 0%
Reading Subgroup Detail

3rd Grade Reading by Subgroup - MSP 2013

- Tacoma: 65%
- Low-Income: 57%
- Non Low Income: 81%
- Female: 69%
- Male: 60%
- White: 72%
- Asian: 73%
- Pacific Islander: 54%
- American Indian: 43%
- Black: 58%
- Hispanic: 53%
- Continuously Enrolled: 66%
- Special Education: 28%
- Limited English: 40%
- Exited Limited English: 87%
8th Grade Reading by Subgroup - MSP 2013

- Tacoma: 51%
- Low-Income: 40%
- Non-Low Income: 69%
- Female: 58%
- Male: 45%
- White: 60%
- Asian: 61%
- Pacific Islander: 53%
- American Indian: 52%
- Black: 40%
- Hispanic: 36%
- Continuously Enrolled: 40%
- Special Education: 12%
- Limited English: 7%
- Exited Limited English: 49%
Reading Subgroup Detail

10th Grade Reading by Subgroup - HSPE 2013

- Tacoma: 79%
- Low-income: 73%
- Non-Low income: 85%
- Male: 73%
- White: 84%
- Asian: 81%
- Pacific Islander: 69%
- American Indian: 64%
- Black: 74%
- Hispanic: 71%
- Continuously Enrolled: 37%
- Special Education: 25%
- Limited English: 79%
Subgroup Summary

- Biggest “gap” is between Low-income and Non Low Income (23 pt, gap Reading and 25 pt. gap in Math)
- Gender gap is 12 pt. in Reading and 4 pt. in Math – female advantage)
- White/Asian and Black/Hispanic/Pac Is/Nat Am gap is prominent for Reading (21 pt.) and Math (24 pt)
- Exited ELL generally out perform the district total, especially in the early grades
### Reading - Difference Between Subgroups and Total District

<table>
<thead>
<tr>
<th></th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
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<th>Average All 7 Grades</th>
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<tr>
<td>Non Low Income</td>
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### Math Difference Between Subgroups and Total District

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Tracking 9th Grade Students

Grade nine is a key valve in the education pipeline and is closing for many students, especially minority students. Nearly half of Tacoma ninth-graders fail at least one class during their freshman year of high school.

When Reported: Weekly (During the School Year, except during Semester Report Cards)
Baseline Goal:

The Superintendent recommends that the Board of Directors delay the adoption of a baseline goal for the following conditions:

- **New State Exams** – “Smarter Balance” will be administered in 2014/15. This will change data points and assessment information.
- **New Standards in most grade levels** – “Common Core” in 2013/14, with full implementation in 14/15.
- **Unknown on State Requirements to Federal Requirements.**
- **Maintain regular monitoring schedule** – exam trends.
- **Maintain current building accountability through School Improvement Plans (Growth)**