Achievement Gap Report to the Community
Achievement gap

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

<table>
<thead>
<tr>
<th>Type</th>
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<tbody>
<tr>
<td></td>
<td>Addressing the Achievement Gap Report</td>
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<td></td>
<td>Achievement Gap Supplement Charts</td>
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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

- **1969**: 87%
  - White: 77%
  - Other: 10%
  - Black: 13%

- **Today**: 49%
  - White: 31%
  - Other: 15%
  - Black: 23%

- All minority students: 51%
2. Old Issues revisited

- 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

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
</table>

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?
12. Tacoma 360

Tacoma 360 could bolster education efforts

By John Larson
Tacoma Weekly
john@tacomaweekly.com

There are various programs operating in Tacoma to keep youth focused on their future and continue their education. Tacoma City Councilmember Marilyn Strickland sees a need to better coordinate and organize these efforts. She led a discussion on Tacoma 360, a proposal currently under consideration, during the Sept. 27 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 and opportunities who lag behind their peers in grades and test scores. Get Smart Tahoma is 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 who are at risk. “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
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 5 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.

- Average 2.7 events per student
- Average 2.6 events per student
- Average 3.1 events per student
- Average 3.8 events per student
- Average 3.0 events per student
- Average 2.9 events per student
Attendance patterns problematic, especially in 8th grade.

### 2007-08 Average Daily Attendance by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Native American</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>90%</td>
<td>96%</td>
<td>93%</td>
<td>94%</td>
<td>94%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>School</th>
<th>Gr 6</th>
<th>Gr 7</th>
<th>Gr 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Giaudrone</td>
<td>95.0%</td>
<td>92.9%</td>
<td>88.2%</td>
</tr>
<tr>
<td>Baker</td>
<td>98.6%</td>
<td>98.4%</td>
<td>91.5%</td>
</tr>
<tr>
<td>Gault</td>
<td>95.6%</td>
<td>94.9%</td>
<td>90.7%</td>
</tr>
<tr>
<td>Gray</td>
<td>92.6%</td>
<td>92.0%</td>
<td>87.5%</td>
</tr>
<tr>
<td>Hunt</td>
<td>96.1%</td>
<td>96.9%</td>
<td>89.2%</td>
</tr>
<tr>
<td>Jason Lee</td>
<td>92.4%</td>
<td>93.0%</td>
<td>89.5%</td>
</tr>
<tr>
<td>Mason</td>
<td>98.6%</td>
<td>98.0%</td>
<td>92.9%</td>
</tr>
<tr>
<td>McIlvaingh</td>
<td>92.8%</td>
<td>92.0%</td>
<td>90.4%</td>
</tr>
<tr>
<td>Meeker</td>
<td>99.8%</td>
<td>96.4%</td>
<td>94.2%</td>
</tr>
<tr>
<td>Stewart</td>
<td>98.8%</td>
<td>93.6%</td>
<td>90.4%</td>
</tr>
<tr>
<td>Truman</td>
<td>93.3%</td>
<td>95.6%</td>
<td>92.0%</td>
</tr>
</tbody>
</table>
18. Attendance (High School)

HS Average Daily Attendance by School and Grade

<table>
<thead>
<tr>
<th>School</th>
<th>Gr 9</th>
<th>Gr 10</th>
<th>Gr 11</th>
<th>Gr 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foss</td>
<td>97.7%</td>
<td>98.3%</td>
<td>97.8%</td>
<td>92.5%</td>
</tr>
<tr>
<td>Lincoln HS</td>
<td>88.3%</td>
<td>89.6%</td>
<td>90.7%</td>
<td>91.5%</td>
</tr>
<tr>
<td>Mt Tahoma</td>
<td>88.9%</td>
<td>91.4%</td>
<td>92.0%</td>
<td>90.8%</td>
</tr>
<tr>
<td>Oakland</td>
<td>77.1%</td>
<td>85.7%</td>
<td>88.6%</td>
<td>92.3%</td>
</tr>
<tr>
<td>SOTA</td>
<td>94.3%</td>
<td>95.5%</td>
<td>96.3%</td>
<td>96.2%</td>
</tr>
<tr>
<td>Stadium</td>
<td>97.4%</td>
<td>97.7%</td>
<td>97.8%</td>
<td>94.3%</td>
</tr>
<tr>
<td>Wilson</td>
<td>97.2%</td>
<td>96.1%</td>
<td>98.7%</td>
<td>97.4%</td>
</tr>
</tbody>
</table>

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

- Native American: 92%
- Asian: 94%
- Pacific Islander: 90%
- Black: 93%
- Hispanic: 92%
- White: 96%
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

<table>
<thead>
<tr>
<th>Category</th>
<th>All Disabilities</th>
<th>Autism</th>
<th>Comm Disorder</th>
<th>Emotional/Behavioral Disability</th>
<th>Health Impaired</th>
<th>Specific Learning Disabilities</th>
<th>Mental Retardation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>1.6</td>
<td>1.2</td>
<td>1.0</td>
<td>2.4</td>
<td>1.8</td>
<td>1.6</td>
<td>2.0</td>
</tr>
<tr>
<td>Asian/PI</td>
<td>0.5</td>
<td>0.5</td>
<td>0.6</td>
<td>0.2</td>
<td>0.2</td>
<td>0.5</td>
<td>1.0</td>
</tr>
<tr>
<td>Black</td>
<td>1.2</td>
<td>0.7</td>
<td>0.9</td>
<td>1.8</td>
<td>1.0</td>
<td>1.5</td>
<td>1.4</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0.8</td>
<td>0.4</td>
<td>0.9</td>
<td>0.5</td>
<td>0.4</td>
<td>1.0</td>
<td>0.6</td>
</tr>
<tr>
<td>White</td>
<td>1.2</td>
<td>2.1</td>
<td>1.3</td>
<td>1.3</td>
<td>1.9</td>
<td>1.0</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**Weighted Risk Ratio** – a WRR greater than 1.0 indicates the degree to which students are overrepresented 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.
20. Honors/Intervention Classes (Elem.)

African American students are less likely to be in elementary level highly capable program.
African American students are less likely to be in honors classes and more likely to be in intervention classes.
20. Honors/Intervention Classes (HS)

**% in HS Honors Lang. Arts Classes**
- White: 63%
- Hispanic: 6%
- Black: 14%
- Native American: 0%
- Asian: 16%
- Pacific Islander: 1%

**Honors (N=1,789):**
- Creative Writing
- Honors English
- IB English
- IB World Literature
- Language Composition (AP)

**% in HS Intervention Lang. Arts Classes**
- White: 43%
- Hispanic: 12%
- Black: 30%
- Native American: 2%
- Asian: 10%
- Pacific Islander: 3%

**Intervention (N=933):**
- Reading Intervention
- Reading Lab
- Study Skills/WASL Rd-Wrt

**% in HS Honors Math Classes**
- White: 56%
- Hispanic: 7%
- Black: 15%
- Native American: 0%
- Asian: 21%
- Pacific Islander: 1%

**Honors (N=1,828):**
- Algebra 4/Trig
- Calculus (2 and AP)
- Statistics
- Pre-Calculus

**% in HS Intervention Math Classes**
- White: 45%
- Hispanic: 14%
- Black: 29%
- Native American: 1%
- Asian: 9%
- Pacific Islander: 2%

**Intervention (N=1011):**
- Math Intervention
- Functional Mathematics (1-2)
- Individualized Math
- WASL Support
21. Grade Point Averages

African American students have lower GPAs in middle and high school
African American students have lower on-time graduation rates.

<table>
<thead>
<tr>
<th>% of On-Time Graduation 2 Year Trend</th>
</tr>
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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Native American</td>
</tr>
<tr>
<td>Asian/Pac Islander</td>
</tr>
<tr>
<td>Black</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>District</td>
</tr>
<tr>
<td>State</td>
</tr>
</tbody>
</table>

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

% of Extended Time Graduation 2 Year Trend

<table>
<thead>
<tr>
<th>Category</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>68.8%</td>
<td>56.0%</td>
</tr>
<tr>
<td>Asian/Pac Islander</td>
<td>78.5%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Black</td>
<td>75.8%</td>
<td>73.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>64.3%</td>
<td>67.4%</td>
</tr>
<tr>
<td>White</td>
<td>75.3%</td>
<td>78.2%</td>
</tr>
<tr>
<td>District</td>
<td>74.8%</td>
<td>74.4%</td>
</tr>
<tr>
<td>State</td>
<td>75.1%</td>
<td>77.5%</td>
</tr>
</tbody>
</table>

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

2006-07 Tacoma Percent Extended Time Graduation Rate by Category

- Native American: 56%
- Asian: 75%
- Pacific Islander: 74%
- Black: 67%
- Hispanic: 78%
- White: 74%
- District: 74%
- State: 77%
African Americans are 23% of the student population but only 7% of teaching staff.
Organizational structure is under construction.

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
Partnership with families and community.
30. District Climate

- 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