Tacoma School District GAP Supplemental Charts

September 10, 2009
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Background: Defining the “GAP”

What is the gap?

Note:
The following charts and graphs will primarily report the gap in terms of race/ethnicity factors
Enrollment Demographics for Washington State and Tacoma School District

State K-12 Enrollment
(1,031,846 total students)

- White: 67%
- Hispanic: 15%
- Asian: 3%
- Pacific Islander: 1%
- Black: 6%
- Native American: 3%

District K-12 Enrollment
(29,677 total students)

- White: 49%
- Black: 23%
- Hispanic: 13%
- Asian: 12%
- Pacific Islander: 1%
- Native American: 2%

From OSPI Website (October 2007)
A Shifting Populations

**District Enrollment Today, 2008**
- White: 49%
- Asian: 12%
- Pacific Islander: 1%
- Black: 23%
- Hispanic: 13%

**District Projected Enrollment 2020**
- White: 44%
- Asian: 14%
- Pacific Islander: 2%
- Black: 22%
- Hispanic: 16%

**Changes in state population ages 5-24, 2006-20**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>36,751</td>
<td>43,218</td>
<td>18%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>132,768</td>
<td>181,057</td>
<td>36%</td>
</tr>
<tr>
<td>Black</td>
<td>59,195</td>
<td>64,709</td>
<td>9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>169,809</td>
<td>239,726</td>
<td>41%</td>
</tr>
<tr>
<td>White</td>
<td>1,305,299</td>
<td>1,309,309</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>1,703,822</td>
<td>1,838,015</td>
<td>8%</td>
</tr>
</tbody>
</table>

This table shows the youth population of Washington in 2006 and U.S. Census Bureau projections of the population in 2020. The 2020 Tacoma estimates are based on the Washington projected change.

From OSPI Website (October 2007) and US Census Bureau
Percent Low-Income Students
Washington State and Tacoma School District

State Percent Eligible for FRL

- Non-Free & Reduced Lunch: 62%
- Free & Reduced Lunch: 33%

District Percent Eligible for FRL

- Non-Free & Reduced Lunch: 42%
- Free & Reduced Lunch: 58%

From OSPI Website (May 2008)
Low-Income Students by Ethnicity
Tacoma School District

Distribution of FRL Ethnicity

- Native American: 67%
- Asian: 56%
- Pacific Islander: 81%
- Black: 75%
- Hispanic: 83%
- White: 42%

Who are low-income students?

From CSRS (March 2009)
Students Without Disabilities 87.4%

Students With Disabilities 12.6%

Tacoma School District - Research and Evaluation

How does Tacoma compare to State?

From OSPI Website (May 2008)
Special Education Students by Ethnicity
Tacoma School District

Distribution of SPED Ethnicity

From CSRS (March 2009)
Percent English-Language Learners
Washington State and Tacoma School District

State Percent ELL

- Non-ELL: 92%
- ELL: 8%

District Percent ELL

- Non-ELL: 94%
- ELL: 6%

From OSPI Website (May 2008)
Who are ELL students?

English Language Learners by Ethnicity
Tacoma School District

Distribution of ELL Ethnicity

From CSRS (March 2009)
Do results vary by group?

Tacoma School District
2008 WASL- Grade 4 Reading and Math by Ethnicity

Grade 4 Reading

Grade 4 Math

* charts exclude "no score" so the 4 groups may not add to 100%

From OSPI (2007-08)
Tacoma School District
2008 WASL- Grade 4 Writing by Ethnicity

Grade 4 Writing

Native American  Asian  Pacific Islander  Black  Hispanic  White

Well Below Standard  Below Standard  Met Standard  Exceeds Standard

* charts exclude "no score" so the 4 groups may not add to 100%

From OSPI (2007-08)
Tacoma School District
2008 WASL- Grade 7 Reading and Math by Ethnicity

Grade 7 Reading

Grade 7 Math

* charts exclude "no score" so the 4 groups may not add to 100%

From OSPI (2007-08)
Tacoma School District
2008 WASL- Grade 7 Writing by Ethnicity

Grade 7 Writing

- Well Below Standard
- Below Standard
- Met Standard
- Exceeds Standard

* charts exclude "no score" so the 4 groups may not add to 100%

From OSPI (2007-08)
Do results vary by group?

Tacoma School District
2008 WASL- Grade 10 Reading and Math by Ethnicity

Grade 10 Reading

Grade 10 Math

* charts exclude "no score" so the 4 groups may not add to 100%

From OSPI (2007-08)
Do results vary by group?

Tacoma School District
2008 WASL- Grade 10 Writing by Ethnicity

![Bar chart showing Grade 10 Writing scores by ethnicity.](chart)

From OSPI (2007-08)
Achievement Gap Models

Achievement Gaps Models Explained

The five model charts show the different gap models based on achievement trends for mainstream students and minority and/or poor students.

Model A
Focus on all students with a special and intensive emphasis on minority students. All students gain.

Model B
Put all resources into minority students. Other students lose ground.

Model C
Focus on just the mainstream students. Those students gain, but minority and poor students do not.

Model D
Continue on as we have. All students gain, but the gap remains.

Model E
Focus on all students with a special and intensive emphasis on minority students. All students gain.

From Dr. Michael Power Board Report - Dec. 2007
Tacoma School District
2008 WASL- Grade 4 Reading and Math by Gap Trends

Grade 4 Reading

Grade 4 Math

Is the gap closing?

From OSPI Website
Is the gap closing?

Tacoma School District
2008 WASL- Grade 4 Writing by Gap Trends

From OSPI Website
Tacoma School District
2008 WASL- Grade 7 Reading and Math by Gap Trends

Grade 7 Reading

Grade 7 Math

From OSPI Website
Tacoma School District
2008 WASL- Grade 7 Writing by Gap Trends

Is the gap closing?

From OSPI Website
Tacoma School District
2008 WASL- Grade 10 Reading and Math by Gap Trends

Grade 10 Reading

Grade 10 Math

From OSPI Website
Is the gap closing?

Tacoma School District
2008 WASL- Grade 10 Writing by Gap Trends

From OSPI Website
Tacoma School District
WASL- Grades 4, 7 & 10 Summary Gap Trends

### Reading

<table>
<thead>
<tr>
<th></th>
<th>Grade 4</th>
<th>Grade 7</th>
<th>Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Years Ago</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>28%</td>
<td>19%</td>
<td>25%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>23%</td>
<td>15%</td>
<td>26%</td>
</tr>
<tr>
<td>Now</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>14%</td>
<td>17%</td>
<td>11%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>19%</td>
<td>21%</td>
<td>14%</td>
</tr>
</tbody>
</table>

### Math

<table>
<thead>
<tr>
<th></th>
<th>Grade 4</th>
<th>Grade 7</th>
<th>Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Years Ago</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>16%</td>
<td>13%</td>
<td>25%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>12%</td>
<td>11%</td>
<td>15%</td>
</tr>
<tr>
<td>Now</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>25%</td>
<td>26%</td>
<td>32%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>18%</td>
<td>22%</td>
<td>23%</td>
</tr>
</tbody>
</table>

### Writing

<table>
<thead>
<tr>
<th></th>
<th>Grade 4</th>
<th>Grade 7</th>
<th>Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Years Ago</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>15%</td>
<td>14%</td>
<td>17%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>10%</td>
<td>12%</td>
<td>17%</td>
</tr>
<tr>
<td>Now</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>10%</td>
<td>9%</td>
<td>6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>12%</td>
<td>14%</td>
<td>18%</td>
</tr>
</tbody>
</table>
5 Year Trend of Tacoma Students Enrolling in College the First Year After High School

% of students enrolled first year after graduating high school

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>39%</td>
<td>46%</td>
<td>56%</td>
<td>30%</td>
<td>50%</td>
</tr>
<tr>
<td>Asian/Pac Is</td>
<td>52%</td>
<td>50%</td>
<td>59%</td>
<td>63%</td>
<td>62%</td>
</tr>
<tr>
<td>Black</td>
<td>49%</td>
<td>55%</td>
<td>51%</td>
<td>54%</td>
<td>57%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>42%</td>
<td>48%</td>
<td>40%</td>
<td>47%</td>
<td>44%</td>
</tr>
<tr>
<td>White</td>
<td>57%</td>
<td>56%</td>
<td>58%</td>
<td>55%</td>
<td>57%</td>
</tr>
<tr>
<td>Average</td>
<td>48%</td>
<td>51%</td>
<td>53%</td>
<td>50%</td>
<td>54%</td>
</tr>
</tbody>
</table>

This table shows a five year trend and average for the percent of students attending either a 2-year or 4-year college the first year after graduating from high school.

From the National Student Clearinghouse (NSC) and the BERC Group
Percent of Tacoma Students Graduating On-Time from High School

<table>
<thead>
<tr>
<th>% of On-Time Graduation 2 Year Trend</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>58.9%</td>
<td>53.2%</td>
</tr>
<tr>
<td>Asian/Pac Islander</td>
<td>70.8%</td>
<td>69.2%</td>
</tr>
<tr>
<td>Black</td>
<td>65.4%</td>
<td>67.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>58.8%</td>
<td>59.8%</td>
</tr>
<tr>
<td>White</td>
<td>69.1%</td>
<td>71.8%</td>
</tr>
<tr>
<td>District</td>
<td>67.6%</td>
<td>68.4%</td>
</tr>
<tr>
<td>State</td>
<td>70.4%</td>
<td>72.5%</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).

From OSPI Website
Who graduates in extended time?

Percent of Tacoma Students Graduating Extended Time from High School

% 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>70.5%</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: 77%
- State: 77%

From OSPI Website
Percent of Middle School Students in Honors and Intervention Classes

Who has access to a rigorous curriculum?

Who is in remedial classes?

Honors (N=1,342):
• Language Arts High Achievement (6-7-8)
• Reading High Achievement (6-7-8)

Intervention (N=669):
• Reading Intervention (6-7-8)

Honors (N=1,627):
• Accelerated Math (6-7)
• Algebra 1-2

Intervention (N=537):
• Math Intervention (6-7-8)

From eSIS records 2007-08
Who has access to a rigorous curriculum?

Who is in remedial classes?

Percent of **High School** Students in Honors and Intervention Classes

**% 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
- Language Composition (AP)
- IB English
- IB World Literature

**% 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-Wr

**% in HS Honors Math Classes**

- **White** 56%
- **Native American** 0%
- **Hispanic** 7%
- **Black** 15%
- **Pacific Islander** 1%

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

**% in HS Intervention Math Classes**

- **White** 45%
- **Native American** 1%
- **Asian** 9%
- **Pacific Islander** 2%
- **Hispanic** 14%
- **Black** 29%

Intervention (N=1,011):
- Math Intervention
- Functional Mathematics (1-2)
- Individualized Math
- WASL Support

From eSIS records 2007-08

Tacoma School District - Research and Evaluation
2008 End of School Year Average GPA for Tacoma for Middle School Students by Ethnicity

Grade Point Average – The GPA is a cumulative summary from the end of the 2007-08 school year.

<table>
<thead>
<tr>
<th>School</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Giaudrone</td>
<td>2.8</td>
<td>2.7</td>
<td>2.6</td>
</tr>
<tr>
<td>Baker</td>
<td>3.0</td>
<td>2.9</td>
<td>2.7</td>
</tr>
<tr>
<td>Gault</td>
<td>2.6</td>
<td>2.6</td>
<td>2.4</td>
</tr>
<tr>
<td>Gray</td>
<td>2.5</td>
<td>2.5</td>
<td>2.4</td>
</tr>
<tr>
<td>Hunt</td>
<td>2.4</td>
<td>2.7</td>
<td>2.7</td>
</tr>
<tr>
<td>Jason Lee</td>
<td>2.4</td>
<td>2.4</td>
<td>2.4</td>
</tr>
<tr>
<td>Mason</td>
<td>3.1</td>
<td>3.1</td>
<td>3.1</td>
</tr>
<tr>
<td>McIlvaigh</td>
<td>2.6</td>
<td>2.4</td>
<td>2.6</td>
</tr>
<tr>
<td>Meeker</td>
<td>3.2</td>
<td>3.0</td>
<td>2.8</td>
</tr>
<tr>
<td>Stewart</td>
<td>2.7</td>
<td>2.7</td>
<td>2.6</td>
</tr>
<tr>
<td>Truman</td>
<td>2.8</td>
<td>3.0</td>
<td>2.8</td>
</tr>
</tbody>
</table>

From eSIS End-of-Year report
2008 End of School Year Average GPA for Tacoma for **High School** Students by Ethnicity

**Grade Point Average** – The GPA is a cumulative summary from the end of the 2007-08 school year.

### 2008 Average HS GPA by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Gr 9</th>
<th>Gr 10</th>
<th>Gr 11</th>
<th>Gr 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>2.0</td>
<td>2.3</td>
<td>2.5</td>
<td>2.7</td>
</tr>
<tr>
<td>Asian</td>
<td>2.7</td>
<td>2.7</td>
<td>2.5</td>
<td>2.6</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1.9</td>
<td>2.1</td>
<td>2.1</td>
<td>2.1</td>
</tr>
<tr>
<td>Black</td>
<td>2.1</td>
<td>2.1</td>
<td>2.1</td>
<td>2.1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2.6</td>
<td>2.6</td>
<td>2.6</td>
<td>2.6</td>
</tr>
<tr>
<td>White</td>
<td>2.6</td>
<td>2.6</td>
<td>2.6</td>
<td>2.6</td>
</tr>
</tbody>
</table>

From eSIS End-of-Year report
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.

From eSIS data
Who is disciplined for Defiant and Disruptive Behavior by Ethnicity

Defiance/Disruptive Defined

These discipline events include:
- Defiance of Authority/Insubordination (5 year N = 4,490)
- Disruptive Behavior (5 year N = 3,394)

For Comparison- 5 Year Average of Percent of Total Enrollment

White 51%
Hispanic 11%
Black 22%
Asian 13%
Pacific Islander 1%
Native American 2%

5 Year Summary of Students Disciplined for Defiance of Authority and Disruptive Behavior by Percent of Ethnicity

For Example:
For a 5 year average, the percent of Black students in Tacoma is 22%. Over this same time period 42% of the 7,884 Defiant/Disruptive Behavior incidents involved Black students.

From eSIS data
Who is disciplined for Fighting by Ethnicity

Fighting Defined

These discipline events include:
- Assault of Student (5 year N = 584)
- Fighting (5 year N = 1,943)

For Comparison- 5 Year Average of Percent of Total Enrollment

- White 51%
- Hispanic 11%
- Black 22%
- Native American 2%
- Asian 13%
- Pacific Islander 1%

5 Year Summary of Students Disciplined for Fighting by Percent of Ethnicity

For Example:
For a 5 year average, the percent of Black students in Tacoma is 22%. Over this same time period 47% of the 2,527 Fighting incidents involved Black students.

From eSIS data
Who is disciplined for Alcohol and Drug Incidents by Ethnic Group

Drugs and Alcohol Defined

These discipline events include:
- Alcohol Possession/Use (5 year N = 280)
- Drug Possession/Use (5 year N = 882)

For Comparison - 5 Year Average of Percent of Total Enrollment

For Example:
For a 5 year average, the percent of Black students in Tacoma is 22%. Over this same time period 30% of the 1,162 Alcohol/Drug incidents involved Black students.

From eSIS data
Average Daily Attendance for Tacoma for Middle School Students by Ethnicity

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>90%</td>
<td>96%</td>
<td>93%</td>
<td>93%</td>
<td>94%</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.

From eSIS End-of-Year report
Average Daily Attendance for Tacoma for High School Students by Ethnicity

**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>98.3%</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>98.1%</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%

Note: data for Lincoln and Mt. Tahoma is from 2006-07

From eSIS End-of-Year report
Weighted Risk Ratios by Category

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

Note: data is a four year average from 2004-05 to 2007-08 school years.

From reported submitted to OSPI 2007-08 School Year
There were a total of 689 special education students suspended for less than or equal 10 days during the 2007-08 school year.

For Comparison- K-12 Percent of Total Enrollment by Ethnicity

For Example: The percent of black students in Tacoma is 23%. The percent of black special education students suspended <= 10 days is 43%.

From reported submitted to OSPI 2007-08 School Year
There were a total of 99 special education students suspended for more than 10 days during the 2007-08 school year.

For Comparison- K-12 Percent of Total Enrollment by Ethnicity

- White: 49%
- Hispanic: 13%
- Black: 23%
- Asian: 12%
- Native American: 2%
- Pacific Islander: 1%

2007-08 Summary of Special Education Suspensions/Expulsions > 10 Days

- Native American: 6%
- Asian: 3%
- Pacific Islander: 0%
- Black: 33%
- Hispanic: 11%
- White: 46%

From reported submitted to OSPI 2007-08 School Year
District Staff (Administrators, Teachers and Others) by Percent of Ethnicity

District K-12 Enrollment
(29,677 total students)

- White: 49%
- Native American: 2%
- Asian: 12%
- Black: 23%
- Hispanic: 13%

District Teachers
(2,197 total)

- White: 84%
- Native American: 1%
- Asian/Pac Is: 5%
- Black: 7%
- Hispanic: 3%

District Other
(768 total)

- White: 74%
- Native American: 1%
- Asian/Pac Is: 5%
- Black: 14%
- Hispanic: 6%

District Administrators
(126 total)

- White: 70%
- Native American: 2%
- Asian/Pac Is: 6%
- Black: 18%
- Hispanic: 4%

From Human Resources TPS