"RAISING RACINE"

Building a Solid Foundation

Year 1 Progress Report: June 2014
Raising Racine

Our 3 Priorities

1. Raise student achievement, particularly in Reading & Math
2. Close achievement gaps for students of color and special education
3. Create positive learning environments for all schools
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Our accountability measures for the next 3 years

- Increased benchmark performance scores on MAP and PALS (K-8)
- Growth measures show closing achievement gaps
- Decreased number of at-risk students entering grade 9 (DEWS)
- Increased number of students on track to graduation by the end of grade 9
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Phonological Awareness Literacy Screening (PALS), 4K – 1

- Assesses students’ skills at beginning, middle and end of year
- Assesses in English, therefore, dual-language students are at a disadvantage and this affects RUSD’s overall scores

Increased benchmark performance scores on MAP and PALS (K-8)
Increased benchmark performance scores on MAP and PALS (K-8)

Kindergarten Students at Benchmark

Increase due to implementation of FUNDATIONS phonics program.
FUNDATIONS expands to Grade 1 next year.
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Measures of Academic Progress (MAP), 1 – 8

- Identifies students’ skills for reading and mathematics
- Beginning, middle and end of year measure of growth in reading and math
- Sets individual learning targets

Increased benchmark performance scores on MAP and PALS (K-8)
MAP Reading Growth Fall – Spring

Increased benchmark performance scores on MAP and PALS (K-8)

Grades 3-8, on average, met or exceeded expected growth in reading.
MAP Reading Growth Last Year – This Year

Increased benchmark performance scores on MAP and PALS (K-8)

Percent of students meeting expected growth is greater than last year.
Increased benchmark performance scores on MAP and PALS (K-8)

Most grades met or exceeded their expected growth in mathematics.
MAP Math Growth Last Year – This Year

Increased benchmark performance scores on MAP and PALS (K-8)

Percent of students meeting expected growth is greater than last year.
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To close gaps, students in sub-groups must grow more than the group as a whole

Gap sub-groups we are monitoring:
- African-American
- Hispanic
- Special Education
- Low Socioeconomic Status
- English Language Learners
Minority MAP Reading Fall to Spring

Increased benchmark performance scores on MAP and PALS (K-8)

Minor gains in closing reading gaps.
Increased benchmark performance scores on MAP and PALS (K-8)

Gap has increased in mathematics.
2012-2013 graduation rates continue to increase, except Hispanic students. Hispanic graduation gap has widened.
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Dropout Early Warning System (DEWS) identifies students who are at-risk of dropping out of high school

DEWS determines high, moderate or low risk students based on:
- Attendance
- Days removed for out-of-school suspension or expulsion
- Number of school and district moves
- WKCE performance in reading and mathematics

Decreased number of at-risk students entering grade 9 (DEWS)
Grade 8 DEWS Data

Decreased number of at-risk students entering grade 9 (DEWS)

Baseline Data

- Grade 7 (2013): Low Risk 37.21%, Moderate Risk 8.41%, High Risk 54.39%
- Grade 8 (2014): Low Risk 38.24%, Moderate Risk 8.79%, High Risk 52.97%

Goal: The number of high risk 8th grade students will decrease.
Year-to-Date Suspension Data

Increased number of students on track to graduation by the end of grade 9

Out-of-School Suspensions Year-to-Date (as of 6/6/14)

We continue to disproportionately suspend our minority students.
On track 9th grade students should have 3 or more credits by end of first semester and 6 credits by the end of the year.

Graduation rate data considers students who graduate in 4 years.
Grade 9 Students with 3 or More Credits

Increased number of students on track to graduation by the end of grade 9

Freshmen with 3 or More Credits at End of Sem. 1

- 2012-2013: 70.37%
- 2013-2014: 76.03%

85 more freshmen
4-Year High School Graduation Rate

Increased number of students on track to graduation by the end of grade 9

The graduation gap between the District and state continues to close.
3 Priorities: 3 Years

We align all our work to these three priorities.

We hold ourselves accountable to the Racine community for accomplishing them.

Position RUSD as a District of choice amidst a highly competitive educational environment in the State of Wisconsin.

Ensure facilities, funds and operational support create a positive learning environment.

Empower school principals to ensure the success of every student, every day, every hour, every minute.

Ensure all students experience rigorous curriculum and engaging instruction leading to career and college readiness and increasing graduation rates.

Be the employer of choice in a diverse and changing world.
Chief Academic Officer: Year 1

- Enhance reading and math professional learning and support
- Increase direct support to schools
- Use FUNDATIONS for phonics and reading readiness instruction in kindergarten
- Purchase leveled reader book rooms and train teachers (K-5) in Guided Reading
- Expand Assessment & Accountability support to teachers
- Design a systematic process for curriculum and program evaluation
Chief of Schools: Year 1

✔ Implement school improvement accountability

✔ 100% of principals are Teachscape certified for Educator Effectiveness

✔ Implement coaching training for all principals

✔ Provide ongoing leadership development for all principals

✔ 100% of schools trained in Positive Behavior Interventions and Support (PBIS)

✔ Plan for implementation of character development and positive school climate programs
Chief Operations Officer: Year 1

✔ Implement system for preventative maintenance tracking and data management of needs

✔ Conduct budget roundtables as part of budget process

✔ Collaboratively identify savings through employee fringe benefit adjustments

✔ Combine Transportation and Enrollment services

✔ Offer a more flexible pick-up/drop-off policy

✔ Complete Technology refresh of staff computers

✔ Upgrade wireless infrastructure at 10 schools
Chief of Communication & Community Engagement: Year 1

✔ Implement internal branding campaign

✔ Provide customer service professional development for frontline staff

✔ Design and implement new District website

✔ Establish Superintendent’s Advisory Council

✔ Reorganize and expand Parent Key Communicator committee
Chief of Human Capital: Year 1

✔ Refine staffing and create electronic transfer process

✔ Develop partnerships with area colleges and universities to establish career ladders for employees

✔ Expand recruitment efforts to attract high-quality, diverse applicants

✔ Actively recruit for hard-to-fill positions
In Year 2:

- North Star vision refresh
- Accelerate achievement through professional development
- Cluster model – direct support to schools
- Class size reductions
- Accelerate MAP growth through Compass Learning
- At-risk students and positive school climates – resources and tools
- Freshmen cohorts at Case, Horlick & Park
- FUNDATIONS expands to grade 1
- First in Math expands to grades 1 and 2
- Literacy support for dual-language early grades
- Focus on family engagement
- Strategy for long-range facility needs and resources
We will sustain the momentum
toward
Raising Racine
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