



Racine Unified School District
Results Monitoring Report

R-2 (ACADEMIC ACHIEVEMENT- MATHEMATICS)
SUMMARY OF COMPLIANCE STATUS

Date: December 21, 2015

SUPERINTENDENT CERTIFICATION

With respect to Results Policy R-2 (Academic Achievement - Mathematics), the superintendent certifies that the following information is accurate and complete, and that the District is:

	Making reasonable progress toward achieving the desired results
XXX	Making reasonable progress with the exceptions noted
	Failing to make reasonable progress

Executive Summary: Significant efforts to improving math instruction and student results has been our focus in the last two years. First in Math continues to be an integral resource intervention for all grades 1 through 5. Compass Learning has been expanded to middle school. Eleven secondary Algebra teachers are participating in an online content specific coaching experience. Over 20 middle school math teachers continue year 2 of a 3 year program for improving content knowledge.

The teacher-led committees on the Curriculum Program Review Cycle have done extensive work in the evaluation of existing instructional strategies and resources in our mathematics classrooms. Work will soon be complete on resource review and curriculum alignment. A new Common Core aligned curriculum will be in place with updated resources beginning 2016-17.

As a result of this work, we are pleased to see five grade levels show an increase in the percent of students meeting their growth targets. Five grade levels are also showing an increase in the percent of students performing at or above the national average on the MAP mathematics assessment. Additionally, all of our subgroups demonstrated an increase in the percent of students performing at or above the national average.

Exceptions to this work include only baseline data for goal setting verification and ASPIRE scores.

Signed:  Date: 12/17/15
Superintendent

BOARD OF EDUCATION ACTION

With respect to Results Policy R-2 (Academic Achievement - Mathematics), the Board finds that the organization and the Superintendent are:

	Making reasonable progress toward achieving the desired results
XXX	Making reasonable progress with the exceptions noted
	Failing to make reasonable progress

Summary statement/motion of the Board: Mr. Koetz moved, Dr. Frontier seconded to accept the Results-2 (Math) Monitoring Report as making reasonable progress with exceptions as noted. (See 2.1 and 2.2) All were in favor.

Signed:  Date: 1/7/2016
Board President



**Racine Unified School District
RESULTS Monitoring Report
December 21, 2015**

R-2 (ACADEMIC ACHIEVEMENT - MATHEMATICS)

Purpose of the Mathematics Results Monitoring Report:

The purpose of this report is to assert to the Board the degree of reasonable progress being made to achieve the Results identified by the Board in Policy R-2 (Mathematics).

R2 Mathematics Policy Statement:

Students will achieve academically at levels commensurate with challenging and yearly personalized learning goals. Each student will achieve at or above grade level in the following disciplines:

- Reading
- Math
- Language Arts
- Writing
- Science
- Social Studies
- Arts - music, visual art and drama
- Technology
- Physical Education

Priority is focused on reading, writing and math achievement as fundamental to any further achievement.

Interpretation:

The Board of Education expects that every student in RUSD is able to demonstrate mathematics skills at or above expectations for the grade level in which he/she is enrolled. The Board believes that a child's ability to do mathematics is an essential skill for academic success.

R-2.1 Students will achieve academically at levels commensurate with challenging and yearly personalized learning goals.	<i>Reasonable Progress</i>
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Interpretation: The Board expects high levels of performance in mathematics as a result of every student reaching annual personalized mathematics goals. Personalized mathematics goals are established in the fall based on current performance. They are planned with student input and in consideration of student needs, interests and other factors. Accomplishment of these personalized goals result in high levels of achievement for all students in grades K-11.

Indicator 1: The percent of all students with an annual personalized math goal based on assessment measures appropriate for the grade will increase each year.	Reasonable Progress
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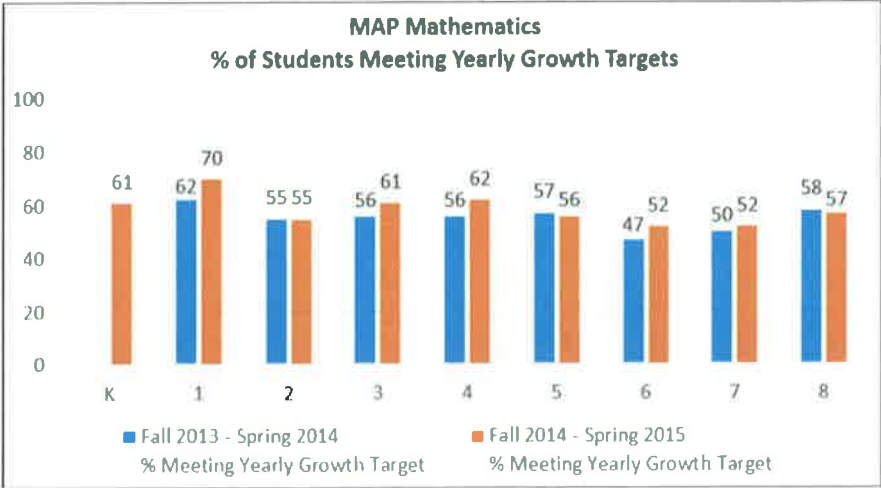
Evidence:

- Grades K5-8: 100% of students had an annual mathematics goal based on fall MAP
- Grade 9: 80% of students had an annual mathematics goal based on fall Aspire

Indicator 2: The percent of students in grades K-8 meeting or exceeding annual growth targets in mathematics on the Measures of Academic Progress (MAP) assessments will increase each year.	Reasonable Progress
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Evidence:

- Grade K: 61% met individual target - Baseline
- Grade 1: 70% met their growth targets (+8% from previous year)
- Grade 2: 55% met their growth targets (0% from previous year)
- Grade 3: 61% met their growth targets (+5% from previous year)
- Grade 4: 62% met their growth targets (+6% from previous year)
- Grade 5: 56% met their growth targets (-1% from previous year)
- Grade 6: 52% met their growth targets (+5% from previous year)
- Grade 7: 52% met their growth targets (+2% from previous year)
- Grade 8: 57% met their growth targets (-1% from previous year)



Indicator 3: The percent of students in grades 9-11 meeting or exceeding their personalized reading goals will increase each year.	Baseline Data
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Evidence: System for collecting data to be developed during the 2015-16 school year: See *Capacity Building* section.

R-2.2 Each student will achieve at or above grade level in Mathematics.

*Reasonable
Progress*

Interpretation:

The Board of Education expects every student to perform at or above grade level proficiency in mathematics on state assessments and perform at or above college readiness benchmarks on nationally normed assessments.

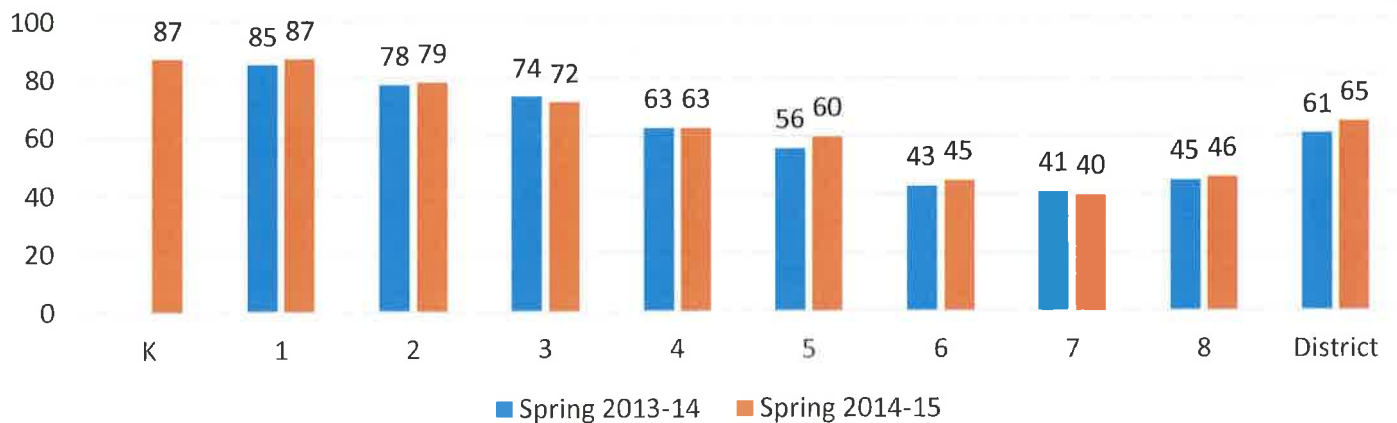
Indicator 1: The percent of students in grades K-8 at the national average in mathematics on the MAP assessments will increase each year.

**Reasonable
Progress**

Evidence:

- Grade K: 87% at the spring national average (Baseline data)
- Grade 1: 87% at the spring national average (+2% from spring 2014)
- Grade 2: 79% at the spring national average (+1% from spring 2014)
- Grade 3: 72% at the spring national average (-2% from spring 2014)
- Grade 4: 63% at the spring national average (0% from spring 2014)
- Grade 5: 60% at the spring national average (+4% from spring 2014)
- Grade 6: 45% at the spring national average (+2% from spring 2014)
- Grade 7: 40% at the spring national average (-1% from spring 2014)
- Grade 8: 46% at the spring national average (+1% from spring 2014)

MAP Mathematics % at the National Average
All Students Grades K-8

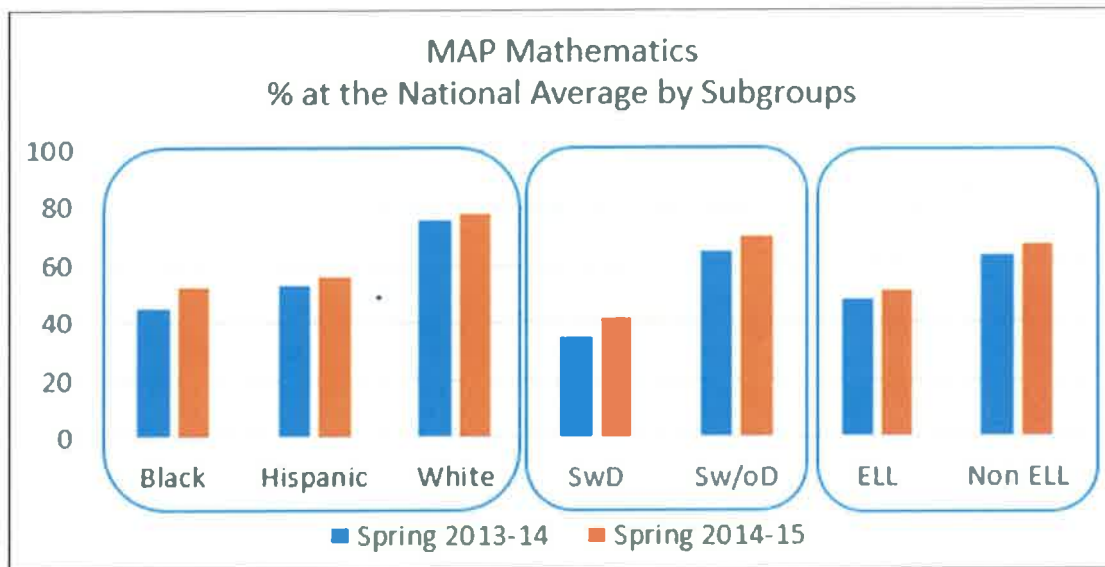


Indicator 2: The percent of students in each subgroup in grades K - 8 at the national average in mathematics on the MAP assessments will increase each year.

Reasonable Progress

Evidence:

- Black: 52% at the spring national average (+7% from spring 2014)
- Hispanic: 56% at the spring national average (+3% from spring 2014)
- White: 78% at the spring national average (+2% from spring 2014)
- Special Ed: 41% at the spring national average (+6% from spring 2014)
- Non-Special Ed: 70% at the spring national average (+5% from spring 2014)
- ELL: 51% at the spring national average (+3% from spring 2014)
- Non-ELL: 67% at the spring national average (+4% from spring 2014)



Indicator 3: The percent of students in grades 9 and 10 ready on the ACT Aspire Mathematics assessments will increase each year.

Baseline Data

Evidence: 2014-15 Aspire Mathematics percentage ready by grade. *See chart below.*

2014-15 Aspire Mathematics % Ready by Grade

	9th Grade Spring 2015	10th Grade Spring 2015
District	21	17
National	35	32

“Ready” means students are on track to meet the ACT College Readiness Benchmark in mathematics.

Indicator 4: The percent of students in each subgroup in grades 9 and 10 ready on the ACT Aspire Mathematics assessments will increase each year.

Baseline Data

Evidence: 2014-15 Aspire Reading % Ready by Grade. *See chart below.*

2014-15 Aspire Mathematics % Ready by Ethnicity

	9th Grade Spring 2015	10th Grade Spring 2015
Black	5	5
White	35	25
Hispanic	12	10

*Note: Data not available for Students with Disabilities or English Language Learners.
Data not available for National percent “ready” by ethnicity.*

Capacity Building:

R-2.1 Students will achieve academically at levels commensurate with challenging and yearly personalized learning goals.

- Compass Learning implemented in all middle schools September 2015.
- Identify the most efficient process for goal collection data.
- Develop a system to track individual student goal attainment for implementation 2016-2017.
- Develop and monitor individual numeracy goals for 4K students.

R-2.2: Each student will achieve at or above grade level in Math.

- 2014-15 school year included a comprehensive Curriculum Program Review Committee (CPRC) for K-12 Math Instruction. The committee is comprised of teachers, principals and curriculum experts. The committee work will result in recommendations to the superintendent and Board of Education for improvements in curriculum, resources and math professional development for 2016-17 and beyond. All math teachers were invited and encouraged to participate in the Curriculum Review Committee. ***This project is ongoing. Year 2 includes updating curriculum to align with the Common Core and decisions on up-to-date and aligned resources to support this new curriculum.***
- Identify the processes for Tier 2 meetings for struggling and advanced students.
- Algebra teachers (12) participate in a content coaching program through Insights Education.
- Personalized learning focus in middle schools begins September 2015.
- It is important to note: The 9th grade scores from the spring 2015 Aspire will be used to identify the goals for 10th graders during the fall of the 2015-16 school year. The 10th grade scores from the spring 2015 Aspire will be used to identify the goals for 11th graders during the fall of the 2015-16 school year.