



**Racine Unified School District
Results Monitoring Report**

**pR-2 (ACADEMIC ACHIEVEMENT- READING)
SUMMARY OF COMPLIANCE STATUS**

Date: December 21, 2015

SUPERINTENDENT CERTIFICATION

With respect to Results Policy R-2 (Academic Achievement-Reading), 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**

By focusing on the early elementary grades (KG and first), we are encouraged by the progress seen in this reporting cycle. Our first grade students showed an 8% growth in the percent of students meeting or exceeding growth targets. Over half of our kindergarten students are meeting or exceeding their growth targets in the first year of MAP use. Not only did a large percentage meet their yearly growth targets, 91% of our kindergarteners performed at or above the national average. Grade one also showed a 3% growth in the percent of students performing at or above the national average. In addition to these growth points, we are pleased to report every subgroup demonstrated an increase in the percentage of students performing at or above the national average on the MAP reading assessment.

Executive Summary:

Significant resources have been invested in improving literacy instruction and increasing student reading results these last two years. The focus on primary grades literacy has included new teaching materials for reading instruction, specialized training for primary grade teachers and purchase and training for use of several additional intervention supports for struggling readers. Examples include the purchase and expansion of Foundations phonics classroom instruction from Kindergarten up through grade 2 and Compass Learning online personalized reading skills practice for grades K-8. All elementary teachers have focused on improving reading instruction through broad and systematic use of Daily 5 and Reader's Workshop classroom structures in all our schools during reading time, use of guided reading instruction with leveled readers from specialized bookroom libraries purchased in the past two years by the District as well as specialized reading instructional materials for bilingual classrooms. The results in this report reflect improvements in reading performance at the grades and skill areas where the District has focused resources and training. We believe that as these literacy teaching skills and resources are expanded to higher grades, we will continue to see similar improving results in student reading proficiency.

Signed: _____ Date: 12/17/15

Superintendent

BOARD OF EDUCATION ACTION

With respect to Results Policy R-2 (Academic Achievement-Reading), 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: Mrs. McKenna moved, Ms. Plache seconded, to accept the Results-2 (Reading) Monitoring Reports as making reasonable progress with the exceptions noted. (See 2.1 Indicator 2 and 2.2 Indicator 2). All were in favor.

Signed: _____ Date: 1/7/2014

Board President

Areas of exception to progress include:

R2.1, Indicator 2: In Grades K-8, 4 of 9 grade levels decreased in the percent of students meeting growth targets from 2013-14 compared to 2014-15.

R2.2, Indicator 2: With the addition of kindergarten MAP assessment in reading, the percent of students at the national norm increased overall but decreased in four grade levels, spring 2014 to spring 2015.

Note: Secondary reading results are reported for the first time based on ASPIRE assessments in grades 9 and 10. The data reported for high school reading serve as baseline data for documenting progress and improvement in the years ahead.



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

R-2 (ACADEMIC ACHIEVEMENT - READING)

Purpose of the Reading 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 (Reading).

R-2 Reading 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 demonstrates reading skills at or above grade level expectations for the grade level in which he/she is enrolled. The Board believes that a child's ability to read is an essential skill for academic success in all other subjects.

R-2.1 Students will achieve academically at levels commensurate with challenging and yearly personalized learning goals.	<i>Improvement Needed</i>
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Interpretation: The Board expects high levels of performance in reading as a result of every student reaching annual personalized reading goals. Personalized reading 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 reading achievement for all students in grades K-11.

Indicator 1: The percent of students K-9 with an annual personalized reading goal based on assessment measures appropriate for the grade will increase each year.	Reasonable Progress
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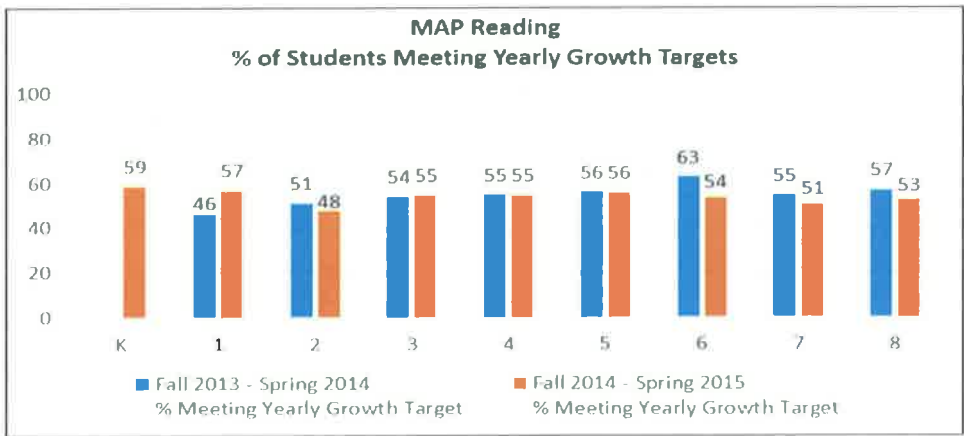
Evidence:

- Grades K5-8: 100% of students had an annual reading goal based on fall MAP (increase for all K-8 grades)
- Grade 9: 80% of students had an annual reading goal based on fall Aspire (increase from none prior year)

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

- Grade K : 59% met individual target - Baseline
- Grade 1: 57% met individual targets (+11% from 2013-14)
- Grade 2: 48% met individual targets (-3% from 2013-14)
- Grade 3: 55% met individual targets (+1% from 2013-14)
- Grade 4: 55% met individual targets (0% from 2013-14)
- Grade 5: 56% met individual targets (0% from 2013-14)
- Grade 6: 54% met individual targets (-9% from 2013-14)
- Grade 7: 51% met individual targets (-4% from 2013-14)
- Grade 8: 53% met individual targets (-4% from 2013-14)



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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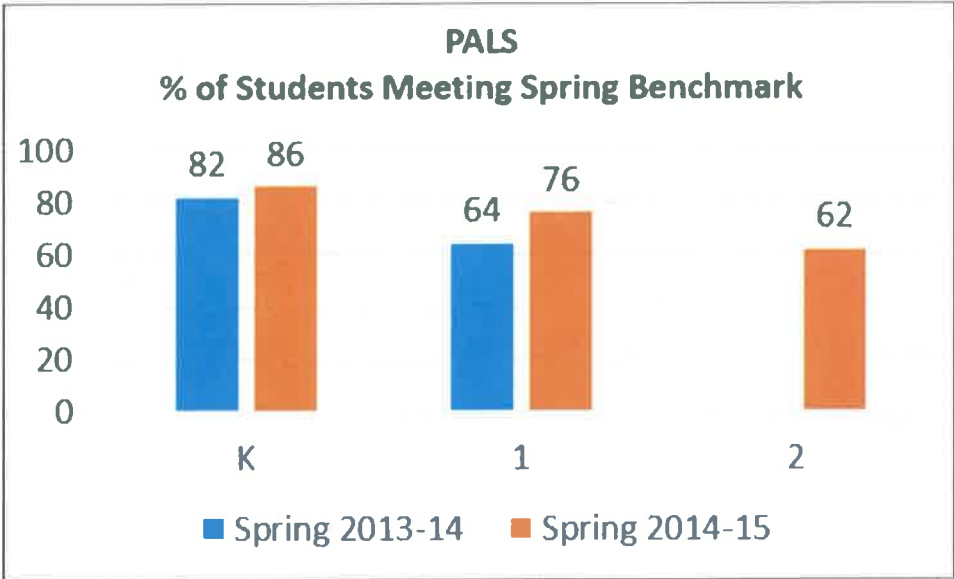
Evidence: System for collecting data to be developed during 2015-16: See *Capacity Building* section.

R-2.2 Each student will achieve at or above grade level in reading.	<i>Reasonable Progress</i>
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Interpretation: The Board expects that every student reads at or above grade level proficiency.

Indicator 1: The percent of students meeting benchmarks on the PALS assessment will increase each year.	Reasonable Progress
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<p>Evidence: <u>Spring 2014 - Spring 2015 comparison data</u></p> <ul style="list-style-type: none"> • Kindergarten: 86% met/exceeded Kindergarten benchmark targets (+4% from 2013-14) • Grade 1: 76% met/exceeded benchmark (+12% from 2013-14) • Grade 2: 62% met/exceeded benchmark (first year tested)



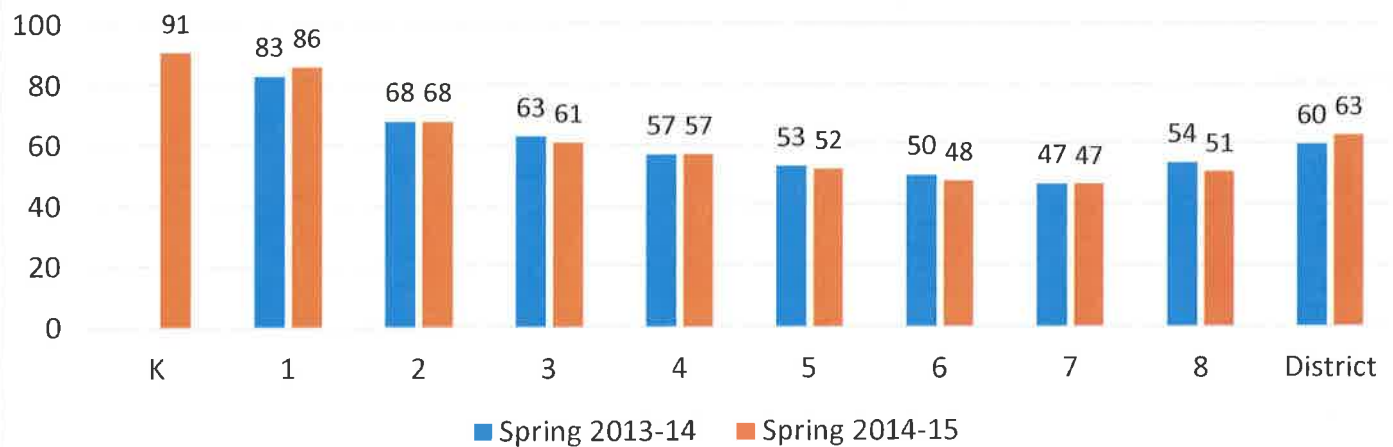
Indicator 2: The percent of students in grades K - 8 at the national average in reading on the MAP assessments will increase each year.

Improvement Needed

Evidence:

- Grade K: 91% at the spring national average (baseline data)
- Grade 1: 86% at the spring national average (+3% from spring 2014)
- Grade 2: 68% at the spring national average (0% from spring 2014)
- Grade 3: 61% at the spring national average (-2% from spring 2014)
- Grade 4: 57% at the spring national average (0% from spring 2014)
- Grade 5: 52% at the spring national average (-1% from spring 2014)
- Grade 6: 48% at the spring national average (-2% from spring 2014)
- Grade 7: 47% at the spring national average (0% from spring 2014)
- Grade 8: 51% at the spring national average (-3% from spring 2014)

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

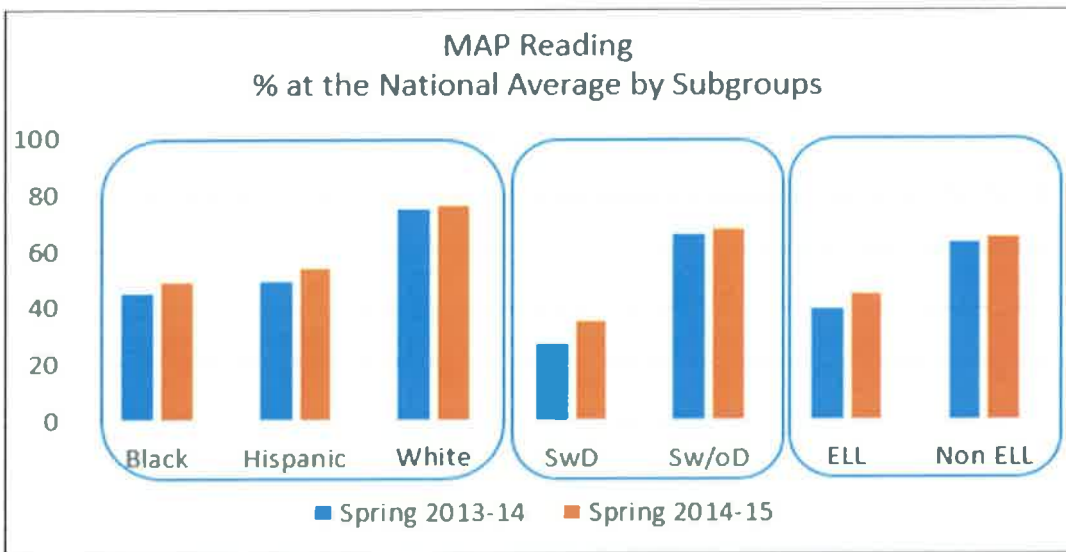


Indicator 3: The percent of students in each subgroup in grades K - 8 at the national average in reading on the MAP assessments will increase each year.

Reasonable Progress

Evidence:

- Black: 49% at the spring national average (+4% from spring 2014)
- Hispanic: 54% at the spring national average (+5% from spring 2014)
- White: 76% at the spring national average (+1% from spring 2014)
- Special Ed: 35% at the spring national average (+8% from spring 2014)
- Non-Special Ed: 68% at the spring national average (+2% from spring 2014)
- ELL: 45% at the spring national average (+6% from spring 2014)
- Non-ELL: 65% at the spring national average (+2% from spring 2014)



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

Baseline Data

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

2014-15 Aspire Reading % Ready by Grade

	9th Grade Spring 2015	10th Grade Spring 2015
District	24	22
National	38	34

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

Indicator 5: The percent of students in each subgroup in grades 9 and 10 ready on the ACT Aspire reading assessments will increase each year.	Baseline Data
Evidence: 2014-15 Aspire Reading % Ready by Grade. <i>See chart below.</i>	

2014-15 Aspire Reading % Ready by Ethnicity

	9th Grade Spring 2015	10th Grade Spring 2015
Black	9	10
White	36	31
Hispanic	17	15

*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.

- Identify an efficient process for collecting student reading goals data.
- Develop a system to track individual student reading goal attainment for implementation 2016-17.
- Develop and monitor individual early literacy goals for 4K students for spring 2016.

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

2015-16 school year:

- Resources:
 - Foundations reading program added to grade 2
 - Identify a comparable program for grade 2 bilingual students
 - Read Naturally reading program added for K-8 special education students
 - Provide additional intervention resources for struggling readers K-8: Earobics and Reading Plus
 - Expand Compass Learning through grade 8
- Professional development for guided reading instruction:
 - all non-Title I Kindergarten teachers
 - all non-Title I first grade teachers
 - new Kindergarten and first grade Title teachers
 - all second grade teachers
- Expand Racine Early Intervention reading for 15 more Title I teachers working with students at or below a first grade reading level.
- Hire an elementary reading interventionist for elementary teachers focusing on improved literacy instruction.
- Begin plans for Literacy Teaching Boot Camp for primary grade teachers.
- Identify the processes for Tier 2 meetings for struggling and advanced students. Time to work on site with grade level teams will be allotted.
- Professional development sessions to improve literacy instruction: Daily 5, Reader's Workshop, Creating Independence Through Student-Owned Strategies (CRISS) and more.
- Begin Year 1 of the Three Year Curriculum Program Review Cycle (CPRC) for English/Language Arts/ Reading with teacher-led committee work.

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.