Racine Unified School District
Results Monitoring Report

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

Date: **November 21, 2016**

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**
_____	**Making reasonable progress with the exceptions noted**
XX	**Failing to make reasonable progress**

Executive Summary: This R-2 reporting period covers the 2015-2016 school year. RUSD students continue to make progress in mathematics according the annual MAP assessment.

MAP (Grades K-8)

- The percent of students scoring at or above the national average increased for all grades 6-8. The largest gains were in 8th grade (8.4% or 156 more students at or above the national average). Additionally, more of our kindergarten students are scoring at or above the national average.

- Disaggregated data shows that all but one subgroup shows an increase in the percent of students at or above the national average. The largest gains were with ELL students (an increase of 6.8% or 94 more students at or above the national average).

- Five of nine grades, K-8 showed increase in the percent of students scoring at or above the national average. The largest gains were in 8th grade (8.4%).

Forward (Grades 3 through 8)

- At this time, there is no basis for comparison. The 2015-16 school year is a baseline year. The District has already begun taking steps to address the results of this baseline assessment.

Aspire (Grades 9 and 10)

- The District has decreased the percent of students scoring "ready" on the Aspire Math assessment by 4.1% for 9th grade and increased 0.4% for 10th grade. The District is working with the middle and high schools to address the results of this assessment.

Signed: _____ Date: November 22, 2016
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**
_____	**Making reasonable progress with the exceptions noted**
XX	**Failing to make reasonable progress**

Summary statement/motion of the Board Mr. Heckenlively moved, Ms. Duchow seconded, to approve R-2 Mathematics report as failing to make reasonable progress. All were in favor. The motion carried.

Signed: Michael A Funtre
Board President

Date: 12/8/2016

Racine Unified School District
RESULTS Monitoring Report
November 21, 2016

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:

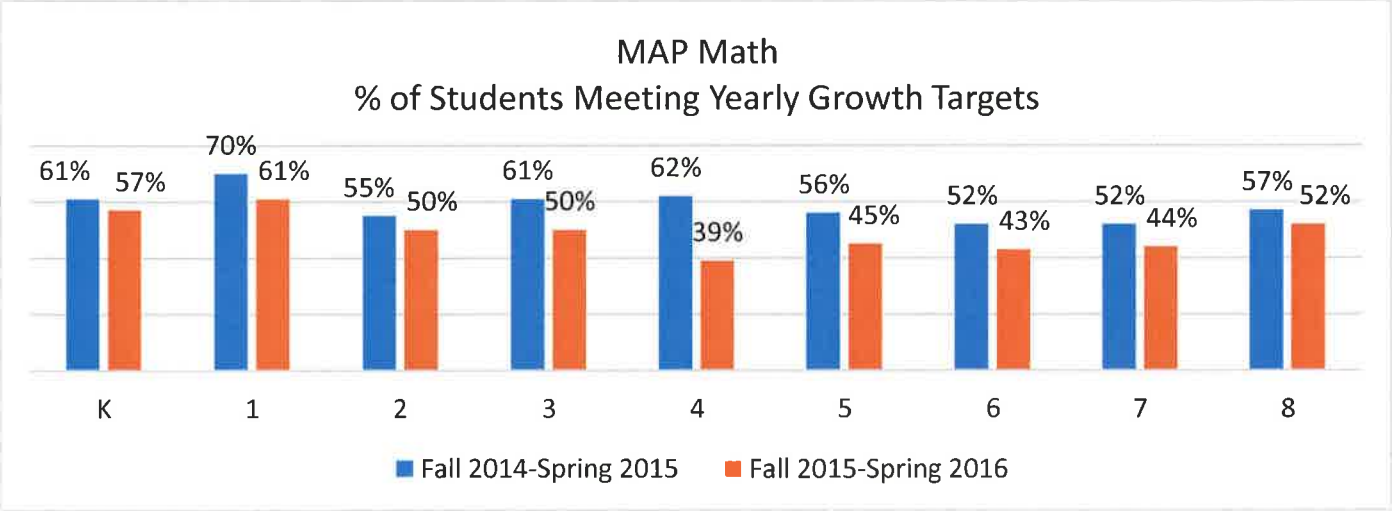
The Board of Education expects that every student in RUSD is able to demonstrate mathematics skills at or above expectations for the grade level in which he/she is enrolled. The Board believes that a child's ability to do mathematics is an essential skill for academic success.

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

Interpretation: The Board expects high levels of performance in mathematics as a result of every student reaching annual personalized mathematics goals. Personalized mathematics goals will be established in the fall for all students K-8. Teachers collaboratively plan with students to set an annual personalized mathematics goal.

Indicator 1: The percent of all students K-8 with an annual personalized math goal based on assessment measures appropriate for the grade will increase each year.	**Baseline**
Evidence: During the 2015-16 school year, a system for data collection was developed. Baseline data collection will occur during the 2016-17 school year.	
Indicator 2: The percent of students in grades K-8 meeting or exceeding annual growth targets in math on the Measures of Academic Progress (MAP) assessments will increase each year.	**Improvement Needed**

Evidence: There was a reduction in the percent of students meeting individual target goals in all grades K-8.



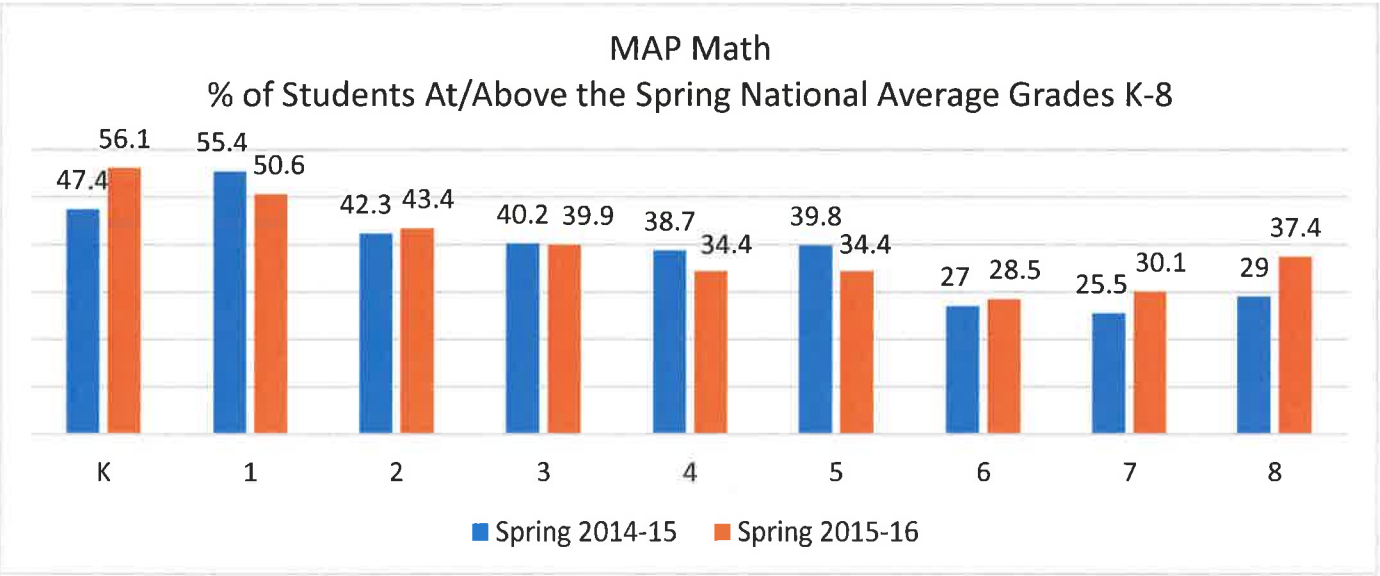
R-2.2 Each student will achieve at or above grade level in Mathematics.	**Improvement Needed**

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. The Board of Education also expects the District to reduce the gaps in performance based on race/ethnicity, English language proficiency and special education identification.

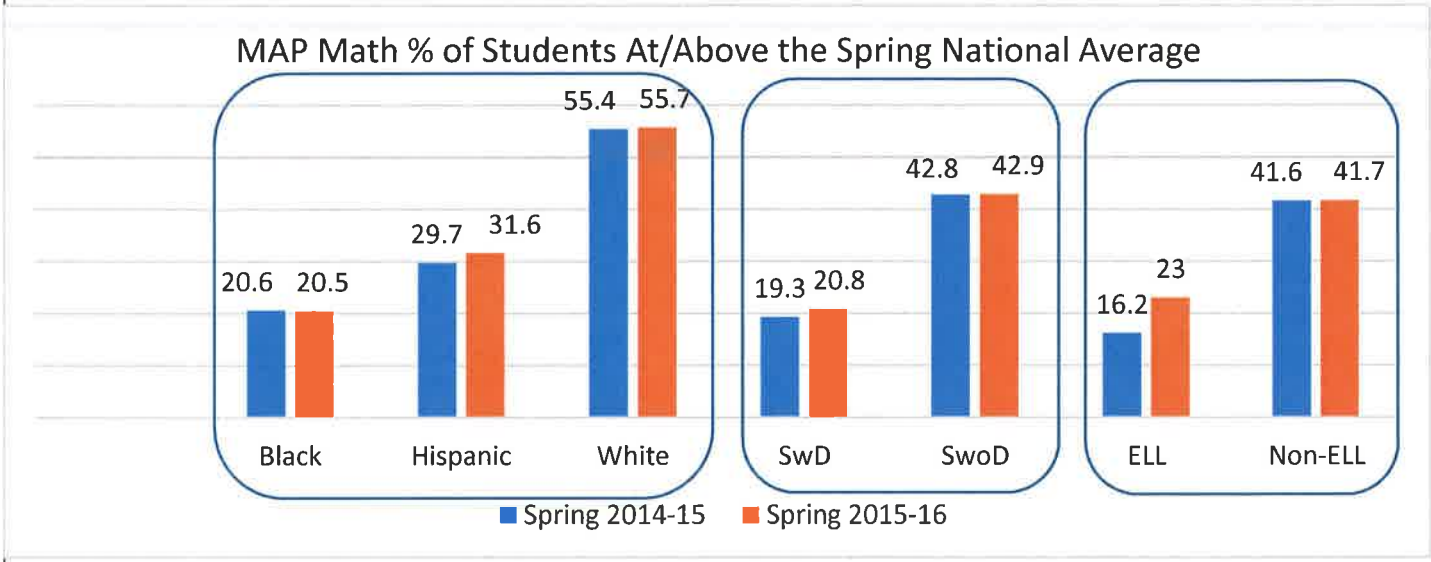
Indicator 1: The percent of students in grades K-8 at the national average in mathematics on the MAP assessments will increase each year.	**Reasonable Progress**

Evidence: Five of nine grades K-8 demonstrate an increase in the percent of students at/above the spring national average.



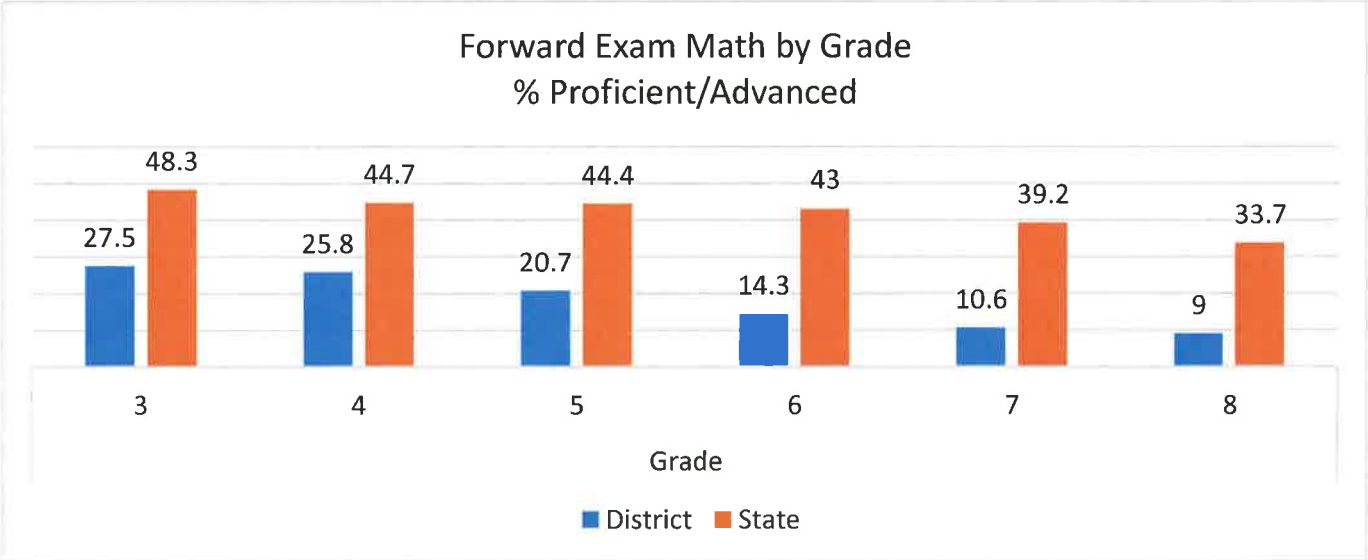
Indicator 2: The percent of students in each subgroup in grades K - 8 at the national average in mathematics on the MAP assessments will increase each year.	**Reasonable Progress**

Evidence: All but one subgroup increased the percent of students at/above the spring national average on the MAP assessment.



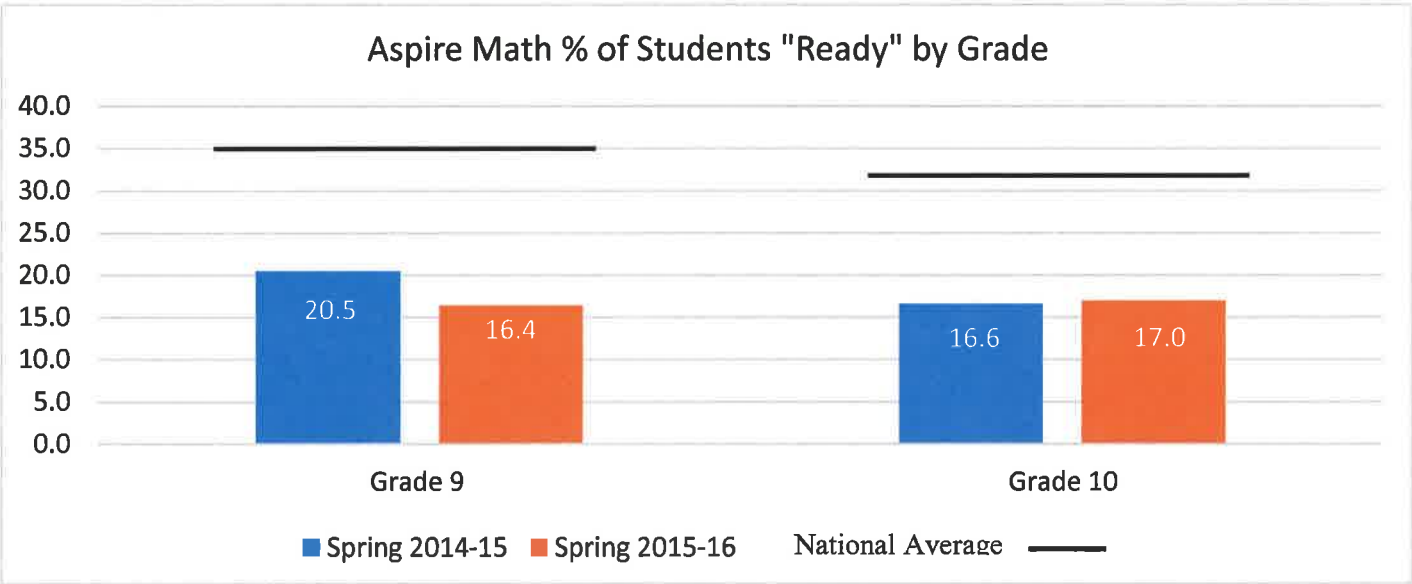
Indicator 3: The percent of students in grades 3-8 proficient/advanced on the Forward Exam Math assessments will increase each year.	**Baseline**

Evidence: The percent of students scoring proficient/advanced in mathematics on the Forward Exam is 18.3% compared to the state average of 42.2%.



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

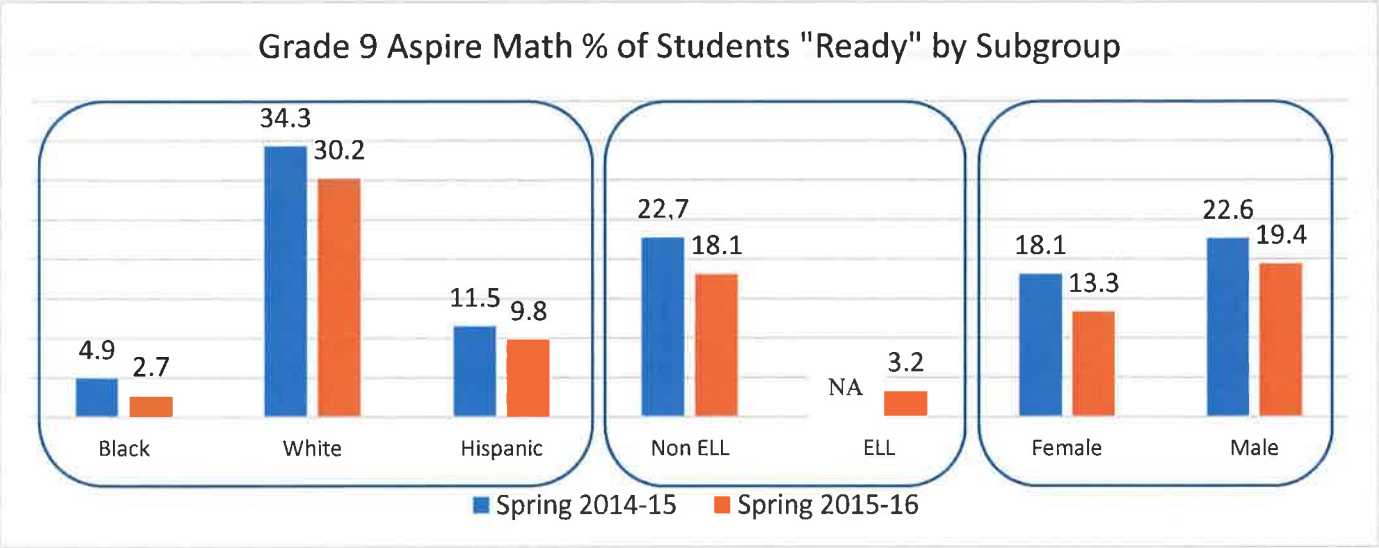
Evidence: The percent of students scoring "ready" on the Aspire Math assessment has decreased by 4.1% for 9th grade and increased 0.4% for 10th grade.

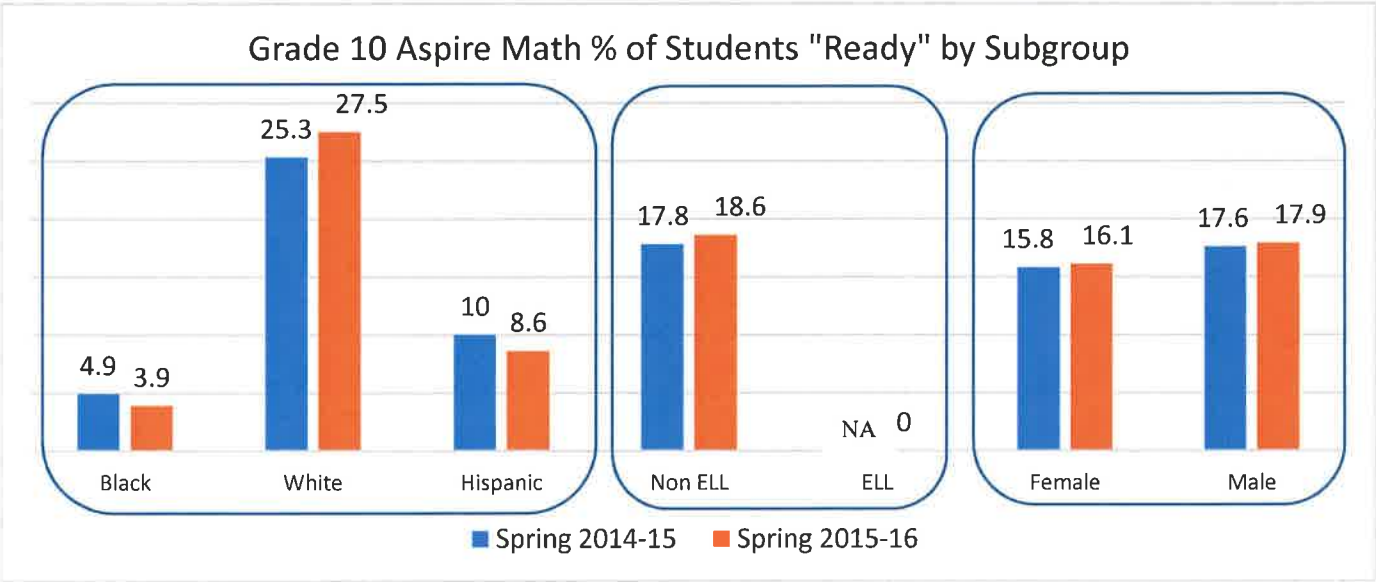


"Ready" means students are on track to meet the ACT College Readiness Benchmark in mathematics.

Indicator 5: The percent of students in each subgroup in grades 9 and 10 ready on the ACT Aspire Mathematics assessments will increase each year.	**Improvement Needed**

Evidence: There was a decrease in all subgroups in 9th grade on the Aspire mathematics assessment. There was an increase in 4 subgroups in 10th grade on the Aspire mathematics assessment.





Note: Data not available for Students with Disabilities
Data not available in 2014-15 for English Language Learners.
National data not available by subgroups.

Capacity Building:

R-2.1

- We have identified a process with our current Student Information System to record and track goal attainment for our K-8 students.
- Middle schools are expanding the focus of personalized learning to include all classrooms.

R-2.1

- Development and implementation English Language Learners (ELL) Curriculum updates are on track for the 2017-2018 school year.
- Expansion of the online virtual 6th grade math class to include all elementary schools with qualifying students.
- Continue to support and accelerate the Response to Intervention (RtI) processes for struggling and advanced students.
- A shift in focus to college and career ready standards in addition to the national norm will help staff better understand the standards.
- Standards based learning professional development throughout the 2016-2017 school year will also help teachers better understand and use the standards for lesson plan development.