

## What is current data on achievement in WT Schools?

### Academic Points of Pride

- Top IREAD 3 scores in the area
  - Washington: Black 81.7%, Hispanic 78.3%, White 94.9%
  - Lawrence: Black 72.4%, Hispanic 65.2%, White 93.2%
  - Pike: Black 80.8%, Hispanic 71.5%, White 93.4%
  - IPS: Black 66.6%, Hispanic 67.6%, White 83.8%

- 2019 ILEARN Results for Surrounding Marion County Districts

	<u>English Language Arts</u>	<u>Math</u>
Washington:	Black 30.3%, Hispanic 31.3%, White 74.8%	Black 26.1%, Hispanic 28.0%, White 75.6%
Lawrence:	Black 27.1%, Hispanic 30.2%, White 63.3%	Black 24.4%, Hispanic 28.9%, White 62.8%
Pike:	Black 28.3%, Hispanic 27.2%, White 66.3%	Black 23.7%, Hispanic 31.0%, White 63.3%
IPS:	Black 13.7%, Hispanic 19.9%, White 41.5%	Black 12.7%, Hispanic 19.5%, White 41.0%

- Over a years growth in all grade levels with **all subgroups** in literacy and math (elementary and middle school) Growth annually when reviewing NWEA growth from testing benchmarks (example: comparing winter to winter data)
- Graduation Rate 89.92%
- Reduced suspension rates for all grade levels and **all subgroups**

### Academic Areas for Improvement

- Increase the number of students in high ability classes (elementary) and honor classes (secondary)
  - Action Step - Currently conducting a program evaluation to review selection and retention in the high ability programs
  - Action Step - Revamping how students are identified for honors classes in grades seven and eight in science and social studies in order to expand the number of students of color
  - Action Step - Restructure the IB Diploma program to attract more students of color
- Increase standardized test scores for students of color
  - Action Step - Response to Instruction and Intervention
- Increase graduation rate for students of color
  - Action Step - Grade Level Support Teams to monitor student academic and behavior progress over across all four years of high school
- Continue to reduce the number of suspensions, so students are in the classroom more for instruction
  - Action Step - Cultural Responsivity/Resiliency Teams meet regularly to provide professional development for the staff and review behavior data in order to put appropriate supports in place
- Increase kindergarten readiness skills
  - Action Step - Reviewing kindergarten structure and early childhood studies to ensure the kindergarten programs are developmentally appropriate

# How will the 2020 Operating Referendum impact achievement equity in WT Schools?

Additional staff and programs listed below will be added to WT Schools with the passing of the May 2020 Operating Referendum which will have a significant impact to student achievement.

- Transitional Kindergarten
  - 3 new classrooms in the district
  - Students placed who are coming into kindergarten significantly behind
  - Will cover foundational skills with academics and behavior
  - Will teach students targeted kindergarten readiness skills
- Additional Counselors
  - One additional counselor for each middle school
  - One additional counselor for True North
- NC Graduation Pathways Coordinator
  - Establish structure to track student pathway progress
  - Act as conduit to students and families regarding internships
- Attendance Clerks
  - Proactively monitor and track students with attendance challenges so that interventions can be put in place when warranted
- Behavior Specialists - Elementary and Middle School
  - Teach lessons to students who need additional guidance in behavior
  - Serve in a proactive capacity to help students with self-regulation skills which will, in turn, keep students in the classroom
  - Provide interventions to students
- Alternative Education Programs at Elementary
  - Provide an additional setting for students who need more time and guidance in a non-traditional setting
  - Have additional adults to serve as mentors and provide additional resources and support to students and families
  - Work on goal setting and developing a sense of community among some students
- Alternative School Teachers - High School
  - Expand the opportunities at True North to ninth and tenth grade students to more fully meet the needs of students in a non-traditional setting
- Social Emotional Learning Coaches
  - Continue educational neuroscience lessons with teachers and students
  - Help students with self-regulation skills in the school setting
- Equity Specialist
  - Provide professional development for the staff on cultural responsive instructional practices
  - Assist with the analysis of data and best practices to put into place for low achieving subgroups