strategic plan 2012–2016

PERFORMANCE REPORT

NOTES

Baseline. This column represents where we started from in 2012, before we began to execute the strategies and interventions in the Strategic Plan. For most metrics, the baseline data is from 2011–12 (if available) or 2012–13.

As of 2016. This column represents where we are as of September 2016, at the completion of the Strategic Plan, using the latest data available. For most metrics, the latest data is from 2015–16.

Rate of Change. This column represents the degree of change we saw during the four-year span of the Strategic Plan (2012 to 2016).

Improvements. Metrics are emphasized in bold if we saw an improvement during the four-year span of the Strategic Plan (2012 to 2016).

Metric Change. An asterisk (*) indicates that a change in the metric occurred during the four-year span of the Strategic Plan (2012 to 2016). For example, the statewide assessment of academic proficiency changed from DCAS in 2012–13 to the new, more rigorous Smarter Balanced assessment in 2014–15.

ACRONYMS & ABBREVIATIONS

AP	Advanced Placement
CTE	Career and Technical Education
DCAS	Delaware Comprehensive Assessment System
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
DPAS II	Delaware Performance Appraisal System II
ELLs	English language learners
ESL	English as a Second Language
GPA	Grade point average
IB	International Baccalaureate
MAP	Measures of Academic Progress
PD	Professional development
RCCSD	Red Clay Consolidated School District
RCPAC	Red Clay Parent Advisory Council
RTI	Response to Intervention
STEM	Science, technology, engineering and mathematics
SWDs	Students with disabilities
TOPEL	Test of Preschool Early Literacy

IN JULY 2012, THE RED CLAY CONSOLIDATED SCHOOL DISTRICT ADOPTED A NEW STRATEGIC PLAN FOCUSED ON PREPARING TODAY'S STUDENTS TO THRIVE IN TOMORROW'S WORLD.

THIS REPORT PRESENTS THE MEASURABLE RESULTS OF THAT PLAN, INCLUDING KEY PERFORMANCE INDICATORS ASSOCIATED WITH EACH OF THE DISTRICT'S FIVE STRATEGIC GOALS.

goal 1
HIGHLY EFFECTIVE EDUCATORS

KEY PERFORMANCE INDICATORS	BASELINE	AS OF 2016	RATE OF CHANGE
PROFESSIONAL DEVELOPMENT (PD) WORKSHOPS TARGETED TO SPECIFIC FRAMEWORK FOR TEACHING COMPONENTS, CRITERIA, AND ELEMENTS (#)	10	72	+620%
BUILDING LEADERSHIP TEAM MEETING MINUTES SUBMITTED (#)	106	254	+140%
ADMINISTRATORS RATED HIGHLY EFFECTIVE	23%	49%	+113%
VACANCIES FILLED WITH NOVICE TEACHERS WHO ARE HIGHLY QUALIFIED	82%	96%	+17%
TEACHERS RATED HIGHLY EFFECTIVE	50%	58%	+16%
DPAS II EVALUATIONS RATED SATISFACTORY THROUGH DPAS II FORMATIVE REVIEW	82%	93%	+13%
EDUCATORS AGREEING THAT THEY ARE LIKELY TO USE STRATEGIES/CONTENT LEARNED AT PD WORKSHOPS	95%	97%	+2%
EDUCATORS AGREEING THAT THEIR JOB PERFORMANCE WILL IMPROVE BECAUSE OF STRATEGIES/ CONTENT LEARNED AT PD WORKSHOPS	94%	95%	+1%
EDUCATORS AGREEING THAT THEIR STUDENTS WILL BENEFIT FROM STRATEGIES/CONTENT LEARNED AT PD WORKSHOPS	92%	93%	+1%
ADMINISTRATORS RATED EFFECTIVE OR HIGHER	100%	100%	0
EFFECTIVE OR HIGHLY EFFECTIVE TEACHERS RETAINED FROM PREVIOUS YEAR	99%	99%	0
TEACHERS RATED EFFECTIVE OR HIGHER	99%	98%	−1%
PROFESSIONAL LEARNING COMMUNITY MEETING MINUTES SUBMITTED (#)	4,041	3,414*	−16%
DPAS II EVALUATIONS REVIEWED BY EXPERT EVALUATORS (#)	195	161	−17%
EXPERIENCED TEACHERS RATED HIGHLY EFFECTIVE DURING THEIR FIRST YEAR IN RED CLAY	38%	28%	−26%
NOVICE TEACHERS RATED HIGHLY EFFECTIVE DURING THEIR FIRST YEAR IN RED CLAY	38%	27%	−29%
TEACHERS RATED HIGHLY EFFECTIVE, AT TARGETED LOW-PERFORMING SCHOOLS	77%	51%	−34%

INDICATES IMPROVEMENT SINCE BASELINE   *METRIC CHANGE

goal 2

EARLY LITERACY

KEY PERFORMANCE INDICATORS	BASELINE	AS OF 2016	RATE OF CHANGE
3RD GRADERS DEMONSTRATING ADEQUATE GROWTH IN READING	19%	59%*	+211%
ADMINISTRATORS (GRADES K–3) RATED HIGHLY EFFECTIVE, AT TARGETED LOW-PERFORMING SCHOOLS	13%	25%	+92%
HOURS OF EXTENDED LEARNING TIME OFFERED TO TARGETED STUDENTS (#)	455	584	+28%
TEACHERS (GRADES K–3) RATED HIGHLY EFFECTIVE, AT TARGETED LOW-PERFORMING SCHOOLS	47%	57%	+21%
3RD GRADERS WHO MET THEIR GROWTH GOALS ON RTI SCREENER (READING INVENTORY)	51%	59%	+16%
PRE-K STUDENTS DEMONSTRATING KINDERGARTEN READINESS (TOPEL)	89%	95%	+7%
2ND GRADERS PROFICIENT ON RTI SCREENER (READING INVENTORY)	52%	53%	+2%
PRE-K ATTENDANCE RATE	92%	93%	+1%
TEACHERS RATING LITERACY PROFESSIONAL DEVELOPMENT AS EFFECTIVE OR VERY EFFECTIVE	83%	82%	−1%
STUDENTS SCORING 80%+ ON SCOTT FORESMAN BENCHMARK ASSESSMENTS, END-OF-YEAR (GRADES 2–3)	32%	31%	−3%
STUDENTS AT DIBELS BENCHMARK OR CORE, END-OF-YEAR (GRADES K–1)	78%	72%	−8%
3RD GRADERS PROFICIENT IN READING, AT TITLE I ELEMENTARY SCHOOLS	46%	37%*	−20%
3RD GRADERS PROFICIENT IN READING	62%	49%*	−21%
STUDENTS WHO ATTENDED EXTENDED DAY PROGRAMS AT LEAST 90% OF THE TIME	75%	46%	−39%
STUDENTS WHO ATTENDED SUMMER ENRICHMENT PROGRAMS AT LEAST 80% OF THE TIME	76%	45%	−41%
LITERACY COACH POSITIONS (#)	13	3	−77%
2ND GRADERS WHO MET GROWTH PROJECTIONS ON MAP READING	67%	*	N/A

INDICATES IMPROVEMENT SINCE BASELINE   *METRIC CHANGE

goal 3

CLOSING THE ACHIEVEMENT GAP

KEY PERFORMANCE INDICATORS	BASELINE	AS OF 2016	RATE OF CHANGE
OUT-OF-SCHOOL SUSPENSIONS ISSUED TO SWDs	9%	24%	+167%
READING ACTIVITIES COMPLETED ON ACHIEVE3000 (GRADES 6–9) (#)	79,063	135,920	+72%
COMMUNITY PARTNERSHIPS FOCUSED ON SERVING SWDs AND ELLs (#)	19	29	+53%
SWDs WHO MET THEIR GROWTH GOALS ON RTI SCREENER (READING INVENTORY) (GRADES 3–8)	29%	40%	+38%
STUDENTS WHO ARE IDENTIFIED AS INTENSIVE ON DIBELS (GRADES K–1)	12%	15%	+25%
SWDs WHO ARE INSIDE THE GENERAL ED CLASSROOM >80% OF THE DAY (ONE-YEAR LAG)	53%	64%	+21%
PARENTS AGREEING THAT RCCSD PROVIDES APPROPRIATE OPPORTUNITIES FOR PARENTAL INVOLVEMENT (SWDs, ELLs)	67%, 79%	74%, 86%	+10%, +9%
STUDENTS WHO ARE IDENTIFIED AS AT-RISK ON RTI SCREENER (READING INVENTORY) (GRADES 3–5)	20%	18%	−10%
STUDENTS WHO IMPROVED AT LEAST ONE TIER ON RTI (GRADES K–5)	9%	8%	−11%
PROFICIENCY IN READING, ELLs	21%	17%*	−19%
PROFICIENCY GAP IN READING, SWDs	57%	45%*	−21%
PROFICIENCY GAP IN READING, ELLs	50%	37%*	−26%
PROFICIENCY GAP IN MATH, ELLs	39%	24%*	−38%
PROFICIENCY GAP IN MATH, SWDs	57%	34%*	−40%
PROFICIENCY IN READING, SWDs	19%	11%*	−42%
PROFICIENCY IN MATH, ELLs	30%	17%*	−43%
PROFICIENCY IN MATH, SWDs	17%	9%*	−47%
SWDs WHO MET THEIR GROWTH GOALS ON RTI SCREENER (MATH INVENTORY) (GRADES 3–8)	–	52%	N/A

INDICATES IMPROVEMENT SINCE BASELINE   *METRIC CHANGE

goal 4

COLLEGE & CAREER READINESS

KEY PERFORMANCE INDICATORS	BASELINE	AS OF 2016	RATE OF CHANGE
STUDENTS ENROLLED IN THE INTERNATIONAL BACCALAUREATE (IB) PROGRAM (#)	20	75	+275%
DUAL ENROLLMENT PARTICIPANTS (#)	85	206	+142%
COLLEGES AND UNIVERSITIES PARTICIPATING IN THE RED CLAY COLLEGE FAIR (#)	40	60	+50%
STUDENTS ENROLLED IN 1 OR MORE ADVANCED PLACEMENT (AP) COURSE (#)	588	809	+38%
AP EXAMS SCORING 3 OR ABOVE (#)	711	867	+22%
AVERAGE GPA OF STUDENTS ENROLLED IN THE AVID COLLEGE READINESS PROGRAM	2.6	2.9	+12%
HIGH SCHOOL GRADUATION RATE (ONE-YEAR LAG)	82%	89%	+9%
COLLEGE ENROLLMENT RATE (ONE-YEAR LAG)	63%	67%	+6%
STUDENTS PASSING AP COURSES WITH AN A OR B	71%	75%	+6%
AP EXAMS SCORING 3 OR ABOVE (%)	67%	68%	+1%
JOB SHADOWING, INTERNSHIP, CO-OP AND APPRENTICESHIP OPPORTUNITIES OFFERED TO STUDENTS (#)	0	0	0
HIGH SCHOOL DROPOUT RATE (ONE-YEAR LAG)	4%	2%	−50%
AP, IB, STEM AND CAREER/TECHNICAL EDUCATION TEACHERS RATED HIGHLY EFFECTIVE	50%	–	N/A

INDICATES IMPROVEMENT SINCE BASELINE

goal 5

PARENT & COMMUNITY ENGAGEMENT

KEY PERFORMANCE INDICATORS	BASELINE	AS OF 2016	RATE OF CHANGE
PARENTS AGREEING THAT RCCSD PROVIDES THEM WITH EFFICIENT CUSTOMER SERVICE	75%	81%	+8%
PARENTS AGREEING THAT THEIR CHILD'S SCHOOL COMMUNICATES EFFECTIVELY ACROSS CLASS, LANGUAGE AND CULTURAL BACKGROUNDS	83%	87%	+5%
PARENTS AGREEING THAT THEIR CHILD'S SCHOOL HAS RESOURCES AND SCHOOL STAFF AVAILABLE TO ASSIST AND WORK WITH PARENTS	78%	80%	+3%
PARENTS WHO ARE SATISFIED WITH RCCSD'S PARENT ENGAGEMENT EFFORTS	76%	78%	+3%
PARENTS AGREEING THAT RCCSD COMMUNICATES EFFECTIVELY ACROSS CLASS, LANGUAGE AND CULTURAL BACKGROUNDS	78%	77%	−1%
COMMUNITY PARTNERSHIPS RATED EFFECTIVE	–	94%	N/A
ATTENDANCE RATE AT RED CLAY PARENT ADVISORY COUNCIL (RCPAC) MEETINGS	–	60%	N/A
ESL CLASSES FOR PARENTS (#)	–	45	N/A
ATTENDANCE RATE AT SUPERINTENDENT'S PARENT COUNCIL MEETINGS	–	Pending	N/A
PARENTS AGREEING THAT "THIS WORKSHOP GAVE ME OPPORTUNITIES TO LEARN STRATEGIES TO HELP MY CHILD BE SUCCESSFUL"	–	Pending	N/A
PARENTS AGREEING THAT "I AM ABLE TO TAKE WHAT I LEARNED THIS WORKSHOP AND USE IT AT HOME WITH MY CHILD"	–	Pending	N/A
PARENTS AGREEING THAT "THE PRESENTER WAS CLEAR AND THE INFORMATION WAS EASY TO UNDERSTAND"	–	Pending	N/A

INDICATES IMPROVEMENT SINCE BASELINE

ENDNOTES

Goal 1.

Data sources include Data Service Center, RCCSD Building Leadership Teams, RCCSD Office of Curriculum & Instruction, RCCSD Office of Human Resources and RCCSD Professional Learning Communities.

Number of DPAS II Evaluations Reviewed by Expert Evaluators: The number of evaluations decreased between 2012 and 2016 due to a change in the expert evaluator team. In the baseline year (2012–13), the team included Delaware Academy of School Leadership (DASL) members whose contributions allowed district leaders to review additional DPAS II formative evaluations and exceed the annual target of 165 evaluations. In 2015–16, the expert evaluator team did not include any DASL members, resulting in fewer evaluation reviews.

Number of Professional Learning Community (PLC) Meeting Minutes Submitted: The number of minutes decreased between 2012 and 2016 due to a change in PLC schedules. In the baseline year (2012–13), PLCs were required to meet for 90 minutes once a week; in 2014–15, that requirement was reduced to 45 minutes once a week, resulting in fewer meetings.

Experienced Teachers Rated Highly Effective During Their First Year in Red Clay, Novice Teachers Rated Highly Effective During Their First Year in Red Clay, and Teachers Rated Highly Effective, at Targeted Low-Performing Schools: The percentage of teachers rated highly effective decreased between 2012 and 2016 due to changes in the educator evaluation system. After the baseline year (2012–13), Red Clay administrators received professional development on DPAS II Component V goal-setting and adjustments were made to eliminate non-rigorous goals, resulting in more rigorous goals for educators.

Goal 2.

Data sources include DIBELS, DPAS II, MAP, Reading Inventory, RCCSD Professional Development Workshop Survey, RCCSD Office of School Operations, Scott Foresman Benchmark Assessments, Smarter Balanced Assessments and TOPEL.

Percentage of 2nd Graders Meeting Growth Projections on MAP Reading: In 2015, the district shifted from the MAP assessment to the Reading Inventory, so MAP data is not available beyond the baseline year.

Percentage of 3rd Graders Demonstrating Adequate Growth in Reading: This metric changed from DCAS in 2012–13 (the baseline year) to Reading Inventory in 2015–16 as a result of the State of Delaware's transition from DCAS to the more rigorous Smarter Balanced assessment. When the State of Delaware transitioned to the Smarter Balanced assessment in 2014–15, the district no longer had growth data from a standardized state assessment, so in 2015–16 Red Clay implemented the Reading Inventory, a research-based, adaptive student assessment program that measures reading skills and longitudinal progress.

Percentage of 3rd Graders Proficient in Reading: The State of Delaware transitioned from DCAS to the more rigorous Smarter Balanced assessment in 2014–15.

Goal 3.

Data sources include Data Service Center, DCAS, DIBELS, Math Inventory, RCCSD Office of Curriculum & Instruction, RCCSD Office of Special Services, Reading Inventory and Smarter Balanced Assessments.

Goal 4.

Data sources include College Board, Data Service Center, Eschool Grade Reporting and RCCSD Office of Research & Evaluation.

Goal 5.

Data sources include RCCSD Office of English Language Learning, RCCSD Office of Federal and Regulated Programs, RCCSD Parent Involvement Survey, RCPAC and Red Clay Superintendent's Parent Council.

Data from the Superintendent's Parent Council and the district's parent workshop survey was not available at the time of this report.

Targeted Low-Performing Schools.

Targeted low-performing schools refers to schools that are served by the RCCSD Office of School Turnaround. In the baseline year (2012–13), the schools were Lewis Dual Language Elementary School, Marbrook Elementary School and Stanton Middle School. In 2015–16 (the latest year of data available at the time of this report), the schools were Highlands Elementary School, Richardson Park Elementary School, Shortlidge Elementary Academy and Warner Elementary School.