



## Racine's Final Equity Plan

**Data Analysis:** Fifteen of Racine's thirty schools were identified as schools where students of color and poor students have a disproportionate chance of getting an inexperienced or emergency licensed teacher. (2016-2017 Department of Public Instruction (DPI) Data)

We acknowledge teacher equity is an issue. The data presented by DPI provides us with a snapshot of teacher distribution in RUSD beginning with the 2007-2008 school year through 2016-2017 school year. The historical data revealed to us that the same schools have the least experienced teachers and highest numbers of emergency licensed teachers on staff. These schools are also some of our lowest performing and title I schools.

We also noticed that after the implementation of WI Act 10, the numbers of teachers with emergency licenses/permits, and the number of teachers in a school with three or less years of experience increased at each of the identified schools. In some cases the numbers doubled at these schools over a one year period. We believe this was an unintended consequence of WI Act 10, that definitely had a negative impact on our schools. Teacher preparation programs have not been able to supply ample certified teachers to meet the demand of teachers needed to fill vacant positions in the shortage areas and at high need schools.

The data also suggest that perhaps building leaders and HR staff are unaware of the assignment patterns of teachers. As a district we must raise awareness in order to effectuate systematic change that will address the disproportionalities revealed in the data review.

**Root Cause Analysis:** There are several critical factors that contribute to the root cause in RUSD. These factors include building leadership, seniority assignment rights, school boundaries, teacher supply and demand, staff perceptions about schools and beliefs about students attending these schools.

Over the past three years, there have been some leadership changes in our "identified" schools to improve the overall management of the school. We know that poor leadership negatively impacts a school and plays a major role in a teacher's decision to stay or leave a school. We are continually improving our infrastructure to strengthen our school leaders.

Seniority assignment has been the method of teacher assignment in RUSD up until January, 2016. Although, WI Act 10 gives us the authority to move away from this method; however, until January 2016 or district was unable to make this change due to our employee handbook. With the change to the employee handbook, we hope to see improvement in teacher distribution for the upcoming school years.

School boundaries, staff perceptions about schools and beliefs about students attending these schools are challenges that plague our district. There are some damaging perceptions about some of these schools and the students attending them. It may be true that these students live in poverty, but it is not true that they cannot learn or that they have no interest in learning. These beliefs are not uncommon in urban school districts and they play a major role in the recruitment and retention of staff.

Teacher supply is declining and limited for the critical shortage areas as the demand for fully licensed teachers is increasing across the state and country. Teacher preparation programs are not graduating enough teachers to meet the needs of our Wisconsin school districts. The passing of required test to be accepted into the school of education, along with the fees to take these test are becoming major barriers and distractions to students considering the teaching profession.

<b>Actionable Plan</b>	
<b>Goals</b>	<ol style="list-style-type: none"> <li>1. <b>Reduce the percentage of emergency licensed teachers at identified schools annually</b></li> <li>2. <b>Reduce the number of teachers with three or fewer years by a specific percentage decided by the RUSD Equity Schools Principal Workgroup each year.</b></li> <li>3. <b>Reduce the total number of schools on the list each year by one.</b></li> </ol>
<p><b>Strategies: It will be a challenge to achieve 100% teacher equity in the first few years, but it is certainly the goal. With this in mind,we must raise awareness and act accordingly.</b></p>	
<b>Leadership</b>	<ul style="list-style-type: none"> <li>● <b>Communication is critical to raising awareness of our teacher equity issue. We must continually inform all school leaders and staff of our equity issues, data and disproportionality in our schools.</b></li> <li>● <b>Cap the number of emergency licensed teachers in each of the identified schools. Once cap is met offer an annual “commitment” stipend to persuade fully licensed experienced teachers to transfer or be recruited for these assignments.</b></li> <li>● <b>Principals assign lowest performing students by grade level to most experience teachers at that specific grade.</b></li> <li>● <b>Prior to staffing, establish an equity principal workgroup of identified schools to further develop strategies to improve the distribution of inexperienced and emergency licensed teachers.</b></li> </ul>

<b>Student Learning</b>	<ul style="list-style-type: none"> <li>● Provide ongoing staff development to include culturally responsive teaching and learning to help change the perception about some of our schools and students.</li> <li>● Limit the percentage of inexperienced teachers that are hired or are allowed to transfer to identified “equity” schools.</li> <li>● Increase the number students participating Young Educator Rising clubs in our high schools and provide opportunities for them to work in classrooms and in after school programs with students.</li> <li>● Develop/implement an “Education” Academy at our comprehensive high schools.</li> </ul>
<b>Retention</b>	<ul style="list-style-type: none"> <li>● Give experienced high performing teachers annual stipends to teach at identified low performing schools/classroom in exchange for a five year commitment.</li> <li>● Provide Tuition Reimbursement to emergency licensed teachers. This would help retain teachers working towards certification and for some, help them complete their certification faster.</li> <li>● Provide a school based mentor at each school to support the new teacher during their first three years as a means to get them to stay.</li> <li>● Provide professional development for identified experienced teachers on culturally responsiveness and educating the whole child.</li> </ul>
<b>Financial</b>	<ul style="list-style-type: none"> <li>● Provide a retention stipend to teachers that remain at these schools for three years.</li> </ul>
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>● RUSD to become a teacher certification entity in collaboration with UW Parkside.</li> </ul>

<b>Timeline</b>	
<b>March 2018</b>	<ul style="list-style-type: none"> <li>● Communicate with school leaders teacher equity data</li> </ul>
<b>April 2018</b>	<ul style="list-style-type: none"> <li>● Convene Equity Schools Principal Workgroup.</li> <li>● Review teacher and principal distribution for current school year and develop detailed plan to address disproportionality.</li> <li>● Review identified schools to be included in our Equity Plan.</li> </ul>
<b>May 2018</b>	<ul style="list-style-type: none"> <li>● Present final plan to Senior Leadership for stakeholder buy-in.</li> <li>● Identify and secure resources to implement Equity Plan</li> </ul>

<b>July 2018</b>	<ul style="list-style-type: none"><li>● Implement Equity Plan</li></ul>
<b>September 2018</b>	<ul style="list-style-type: none"><li>● Monitor implementation of plan.</li><li>● Review distribution of teachers at identified “Equity” schools.</li></ul>
<b>October 2018</b>	<ul style="list-style-type: none"><li>● RUSD approved as certifying entity by Department of Public Instruction</li></ul>

**Evaluation:** The Equity Committee will meet quarterly, or more frequently to monitor our progress.

**Additional Resources Needed:** Funding to implement strategies listed above and a dedicated part-time FTE to ensure this work continues and remains a priority.