



Racine Unified School District
Operational Expectations Monitoring Report

OE-10.1-10.8 (INSTRUCTIONAL PROGRAM – Part 1)
SUMMARY OF COMPLIANCE STATUS

Date: April 27, 2015

SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 10.1-10.8 (Instructional Program – Part 1), taken as a whole, the Superintendent certifies that the proceeding information is accurate and complete, and is:

In Compliance
In Compliance with Exception (as noted in the evidence)
Not in Compliance
X

Executive Summary:

This report monitors OE-10 (Part 1) policy for May 1, 2014 – April 30, 2015. This monitoring report is non-compliant. However, we have made progress toward compliance. There is an improvement in the number of indicators "in compliance" compared to last year's report; specifically, a 20% increase. Areas of improvement include:

- 10.1 Ensure that instructional programs are based on a comprehensive and objective review of best practices research.
10.4 Ensure that the instructional program includes opportunities for students to develop talents and interests in more specialized areas.
10.5 Ensure that the instructional program addresses the different learning styles and needs of students of various backgrounds and abilities.

Signed: [Signature] Superintendent Date: April 13, 2015

BOARD OF EDUCATION ACTION

With respect to Operational Expectations 10.1-10.9 (Instructional Program – Part 1), the Board:

Accepts the report as fully compliant
Accepts the report as compliant with noted exceptions
XXX Finds the report to be noncompliant

Summary statement/motion of the Board Ms. Plache moved, Ms. Parham seconded to accept Operational Expectations, 10.1 to 10.8 (Instructional Program, Part 1) as not being in compliance. Ayes – 8 (Frontier, Goodremote, Handrow, Hargrove, Nielsen, Parham, Plache, Wisser). Noes – 1 (McKenna). Absent – 0.

Signed: [Signature] Board President Date: April 27, 2015



Racine Unified School District
Operational Expectations Monitoring Report
DATE: April 27, 2015

OE-10.1-10.8 (INSTRUCTIONAL PROGRAM – Part 1)

The Superintendent shall maintain a program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the Board's *Results* policies

Interpretation: The Board of Education expects the Superintendent to assure that all programs used to teach students are rigorous and designed to ensure high levels of student achievement measured by the Board's Results policies.

The Board expects RUSD's instructional program to be based on the Common Core State Standards and other national and state standards of learning. The Board also expects that the instructional program is differentiated and organized in a way that ensures all students at all levels are challenged and successful in meeting the mission of graduating career and/or college ready.

- **Challenging:** Instruction that is stimulating, interesting and thought provoking.
- **Relevant:** Instruction tied to the standards that also provides meaningful activities connected to the real world.

10.1 The Superintendent will: Ensure that instructional programs are based on a comprehensive and objective review of best practices research.	<i>In Compliance</i>
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Interpretation: The Board of Education expects the Superintendent to ensure that all curriculum, programs and instructional strategies, as well as teaching resources and materials, to be of superior quality and selected as a result of:

- 1) Rigorous analysis of the curricular programs
- 2) Comprehensive evaluation, and
- 3) Cyclical review.

Those who engage in the development and selection of curriculum and programs must reflect a range of schools, grades, interests and expertise. The evaluation, selection and development of programs and curriculum must use a process that leads to unbiased, evidence-based decision-making.

The Board expects the District’s programs and curricula to be selected, developed and based on a thorough professional review of the most effective teaching and curriculum/instruction in the field of education. The standard for determining the most effective curriculum and instruction programs, teaching strategies, and teaching resources must be grounded in objective data from research with evidence for improving student achievement. The Board also expects programs and curricula to be reviewed systematically through a process of continuous improvement.

- Best practices: Solid, reputable, research-based teaching.

Indicator 1: 100% of programs and curricula scheduled for the current year complete a comprehensive evaluation process with report to the Guiding Coalition and Board of Education.	In Compliance
Evidence: 100% of programs and curricula on Curriculum Program Review Cycle are currently under review for evaluation. Update provided to Guiding Coalition 3.17.15 (See Appendix A).	
Indicator 2: 100% of the District curricula are reviewed for alignment with best practices.	In Compliance
Evidence: Template evaluation (See Appendix I).	
Indicator 3: The Evaluation Reports Committee member lists includes teachers, community members, parents, administrators to reach achieve an objective, unbiased evaluation process.	In Compliance
Evidence: 100% of Committee members represent teachers, community members, parents or administrators. (See Appendix J).	

10.2 The Superintendent will: Align curriculum and instruction on academic standards that meet or exceed state and/or nationally-recognized model standards.	<i>Not In Compliance</i>
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Interpretation: The Board of Education expects the Superintendent to identify rigorous academic learning standards in each curricular area and base the District’s curricula on those standards. These standards include:

- Common Core State Standards (CCSS)
- Next Generation Science Standards (NGSS)
- Wisconsin Model Early Learning Standards (WMELS)
- Wisconsin State Standards

Indicator 1: 100% of the Common Core State Standards (CCSS) are reflected in RUSD’s reading, writing and math curriculum.	Not In Compliance
Evidence: The current reading, writing and math standards do not fully reflect the CCSS.	
Indicator 2: 100% of the Next Generation Science Standards (NGSS) are reflected in RUSD’s science curriculum,	Not In Compliance
Evidence: The current science curriculum does not reflect the NGSS.	
Indicator 3: 100% of the Wisconsin Model Early Learning Standards (WMELS) are reflected in RUSD’s Early Childhood Curriculum.	In Compliance
Evidence: 100% of the District’s Early Childhood Curriculum is aligned with the WMELS. <i>(See Appendix B).</i>	
Indicator 4: 100% of the Wisconsin State Standards are reflected in the curriculum for all subjects not listed above.	Not In Compliance
Evidence: We cannot verify that the Wisconsin State Standards are reflected in all curriculum areas. The State of Wisconsin Academic Standards are in a state of change.	

10.3 The Superintendent will: Effectively measure each student’s progress toward achieving or exceeding the standards.	<i>In Compliance</i>
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Interpretation: The Board of Education expects the Superintendent to assess student achievement with reliability and validity to measure progress toward meeting or surpassing identified standards.

- Effectively measure: The District uses valid and reliable assessment tools, common across all schools by level, to determine students’ progress in achieving the Board’s Results policies.

Indicator 1: The NWEA – MAP and CPAA (Measure of Academic Progress and Children’s Progress Academic Assessment) assessments are aligned to the Common Core Standards.	In Compliance
Evidence: See the NWEA Common Core Alignment Study. <i>(See Appendix C).</i>	
Indicator 2: The NWEA – MAP and CPAA assessment are reliable measures of student growth.	In Compliance
Evidence: See the NWEA- Individual Growth and School Success. <i>(See Appendix D).</i>	
Indicator 3: Teaching Strategies Gold (TSG) is an authentic, ongoing observational system for assessing children in the 4K programs in RUSD.	In Compliance
Evidence: See the Touring Guide for Teaching Strategies Gold <i>(See Appendix E)</i>	
Indicator 4: AimsWeb is a valid and reliable assessment of academic competencies.	In Compliance
Evidence: See the AimsWeb Alignment Study. <i>(See Appendix L).</i>	

The District chosen assessment is the Northwestern Education Association – Measure of Academic Progress for both Reading and Mathematics for grades K through 8. All RUSD 4K programs utilize Teaching Strategies Gold. AimsWeb is the District progress monitoring tool for grades K through 8.

10.4 The Superintendent will: Ensure that the instructional program includes opportunities for students to develop talents and interests in more specialized areas.	<i>In Compliance</i>
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Interpretation: The Board of Education expects the Superintendent to offer, as part of the school day, all students an opportunity to pursue and excel in specialized areas that match their interest or talent.

- Specialized areas: The fine arts, career and technical education, world languages, and specialized curricular offerings such as the dual language, Advanced Placement, and International Baccalaureate programs.

Indicator 1: Multiple programs exist in specialty areas to meet the needs of RUSD students.	In Compliance
Evidence: See the Description of Specialized Programs. <i>(See Appendix F).</i>	
Indicator 2: The overall enrollment in these specialized programs increases every year.	In Compliance
Evidence: For the 2014-15 school year, there is an increase in overall enrollment (19%) in specialized programs compared to the 2013-14 school year. <i>(See Appendix F).</i>	

<p>10.5 The Superintendent will: Ensure that the instructional program addresses the different learning styles and needs of students of various backgrounds and abilities.</p>	<p><i>Not In Compliance</i></p>
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Interpretation: The Board of Education expects the Superintendent to offer instructional programs that use teaching resources and strategies to accommodate learning styles and the needs of all students.

- Learning styles: Auditory, visual, and kinesthetic learning preferences; varying physical, psychological, social-emotional, cognitive needs; and implications of individual developmental levels, disabilities, culture and language.

<p>Indicator 1: Teachers plan instruction based on the personalized learning plans for all of their students.</p>	<p>In Compliance</p>
<p>Evidence: 100% of teachers K-8 work with students to set personalized learning goals for all students immediately following MAP assessments for Fall and Winter testing.</p>	
<p>Indicator 2: All students with disabilities are placed in their least restrictive environment as appropriate.</p>	<p>Not In Compliance</p>
<p>Evidence: DPI Indicator 5: School Age Educational Environment for students age 6 through 21</p> <ul style="list-style-type: none"> • (X) Inside the regular classroom with nondisabled peers 80% or more of the time = 60%; DPI target 65% • (X) Inside the regular classroom with nondisabled peers less than 40% of the time = 10.7%; DPI target less than 9.4% • (√) Served in separate schools, residential facilities, or homebound/hospital placements = 0.63%; DPI target less than 0.9% 	
<p>Indicator 3: A tiered level of services exists for all Bilingual and ESL students.</p>	<p>In Compliance</p>
<p>Evidence: 100% of parent requests for student placement in dual language, bilingual or ESL programs were accommodated.</p>	
<p>Indicator 4: Principal observations document culturally relevant teaching practices evident in every classroom.</p>	<p>Not In Compliance</p>
<p>Evidence: Training and implementation of culturally relevant practices is underway for some teachers and will be systematically implemented in the 2015-16 school year.</p>	
<p>Indicator 5: Alternatives to traditional classroom learning environments exist in RUSD.</p>	<p>In Compliance</p>
<p>Evidence: The following school options exist in elementary, middle and high school levels: Magnet, charter, virtual school, Turning Point Academy (behavior), Racine Alternative Education Program (credit recovery), Transition program (18-21 year olds), Transition Education Program (TEP), Partners Educating Students (PEPS @ Gateway Technical College), Community Service Program (CSP), Special Education Options (SEO), Homebound, Creative options for Youth (COFY), FreshStart, Course Options, Youth Options, ACT39 GED/HSED @ Gateway Technical College.</p> <p>A systematic process is available for parents to select and staff to recommend these programs.</p>	

10.6 The Superintendent will: Encourage new and innovative programs, carefully monitoring and evaluating the effectiveness of all such programs at least annually.	<i>Not In Compliance</i>
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Interpretation: The Board of Education expects the Superintendent to encourage new and innovative programs that align with the Board’s Results policies and to monitor and evaluate the effectiveness of the programs.

- New and innovative programs: Programs in existing schools that are aligned to the Board’s Results policies and provide alternate pathways to student success.
- Monitor and evaluate effectiveness: The District conducts a systematic review and data analysis to evaluate every new program implementation by the end of the first year.

Indicator 1: New programs are developed and implemented each year.	In Compliance
Evidence: At least two new programs were implemented during the 2014-15 school year: <ul style="list-style-type: none"> • Credit Recovery has been fully implemented in all comprehensive high schools. • Case High School is in the candidacy phase for the International Baccalaureate Career-related Programme (IBCP). 	
Indicator 2: As a result of evaluation after year one implementation, data indicates that 80% of all new programs effectively meet the intended outcomes for the program. (Student achievement or other Board Results Policies).	Not In Compliance
Evidence: 71% of new programs meet intended outcomes (√) Status of programs implemented 2013-2014: <ul style="list-style-type: none"> • <u>West Ridge Elementary School</u> – in candidate phase for IB implementation, expect formal certification site visit by November 1, 2015 (√) • Personalized Learning at <u>Gilmore Middle School</u> – Personalized learning has been implemented in only two grade levels showing minimal improvement in achievement. (X) • STEAM at <u>Mitchell Middle School</u> – Increase in students enrolled in STEAM classes as evidenced by the addition of Graphics Arts, Media, Math in the Modern World technology classes. Addition of PLTW technology education course. Addition of Fine Arts club in Afterzone Program. (√) • STEM at <u>Starbuck Middle School</u> – Addition of STEM interdisciplinary teaching units in grades 6 through 8. STEM workshops in coordination with local universities. Full implementation not evident. Intended outcomes not met. (X) • Business Education at <u>Jerstad-Agerholm Middle School</u> – 100% of students enrolled (annually) in Business-focused class. (√) • <u>Turning Point Academy</u> – 100% of students enrolled at TPA graduated June 2014 (√) • <u>Racine Alternative Education</u> – Increase in graduation rate, increased accumulation of lost credits (√) 	

<p>10.7 The Superintendent will: Ensure that all instructional programs, including both content and practice, are regularly evaluated and modified as necessary to assure their continuing effectiveness.</p>	<p><i>Not In Compliance</i></p>
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Interpretation: The Board of Education expects the Superintendent to assure that all District PK-12 programs and endorsed teaching strategies, resources and materials for teaching are reviewed systematically through a process of continuous improvement, and that revisions and enhancements to programs and teaching practices occur routinely as a direct result of systematic processes that evaluate and recommend for revision as needed, every teaching program and all teaching strategies endorsed by the District.

<p>Indicator 1: Every PK-12 program is evaluated through a review and analysis process at least every three years.</p>	<p>Not In Compliance</p>
<p>Evidence:</p> <ul style="list-style-type: none"> • Year one of the 3 year curriculum program review cycle began in September 2014. • Areas under review include: FACS, Business Education, Technology Education, Mathematics, Library Task Force, Writing, Physical Education, Health, Gifted and Talented Programming, Special Education continuum of services. • Complete compliance expected by Spring 2017. 	
<p>Indicator 2: Every District-endorsed and supported teaching strategy/teaching practice is reviewed and revised on a three-year basis.</p>	<p>Not In Compliance</p>
<p>Evidence: A review of teaching strategies endorsed and supported by the District began September 2014 as part of year one of the 3 year curriculum program review cycle. 100% of the areas under review included this teaching strategy review.</p>	

<p>10.8 The Superintendent will: Protect the instructional time provided for students during the academic day by prohibiting interruptions due to unnecessary intrusions, unnecessary teacher time out of the classroom, or the scheduling of activities that can be scheduled during other times.</p>	<p><i>Not In Compliance</i></p>
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Interpretation: The Board of Education expects the Superintendent to ensure maximum time for student instruction by setting expectations for practices that prevent interruption of classroom teaching. The Board also expects all reasonable efforts be made to prevent teachers from being pulled away from their teaching responsibilities. The Board expects all programs and activities to be scheduled to minimize disruptions to instruction.

- Interruptions and unnecessary intrusions: Activities unrelated to the social or academic needs of students, including field trips and assemblies unrelated to curricular content.

<p>Indicator 1: Disruptions to the academic day are addressed through clear, written expectations from the Chief Academic Officer and Chief of Schools.</p>	<p>Not In Compliance</p>
<p>Evidence: Baseline measures to begin in the 2015-16 school year.</p>	
<p>Indicator 2: All curricular writing projects occur outside of the normal school day.</p>	<p>In Compliance</p>
<p>Evidence: 100% of the curricular writing projects completed in the 2014-15 school year occurred outside of the normal school day.</p>	
<p>Indicator 3: Monitoring of the professional development calendar minimizes the number of substitutes for professional development, training, etc. each day.</p>	<p>In Compliance</p>
<p>Evidence: The amount of teaching time missed due to professional development continues to decline annually.</p> <ul style="list-style-type: none"> • 2012-13: Total of 41,305 hours • End of semester 1 2013-14: Total of 15,435 hours • End of semester 1 2014-15: Total of 10,828 hours 	

Capacity Building and Action Plan to Improve/Enhance OE-10 (Part 1):

Through the office of the Chief Academic Officer, the Superintendent will continue to address areas of non-compliance in OE-10 (Part 1). The 2014-15 action plan includes:

10.1: The *3-Year Curriculum and Program Monitoring Cycle* began in September 2014. A District and community stakeholder Curriculum/Program Review Team began the study, review and evaluation of current programs and curriculum in RUSD in the first year of a 3-year cycle.

10.2: (Reworded by approval of Board of Education 3/16/15, combined with 10.3)

- Comprehensive District professional development planning will ensure that all teaching staff plan instruction based on the CCSS and NGSS. *(Began 2014-15, will continue 2015-16)*
- Staff will “unpack” the standards and apply them to their classroom teaching. Professional development for the first phase of schools (elementary) will support application and use of standards based grading. *(unpacking standards, completed, standards based grading will be implemented as part of the 3 year Curriculum Program Review Cycle when new curriculum is written and implemented).*
- With the Educator Effectiveness, Student Learning Objectives and School Learning Objectives (SLO), all staff will receive training in writing as well as monitoring their student/school progress data for successful attainment of these goals. *(Began 2014-15, will continue 2015-16)*

10.3: Although the District comprehensively monitors student progress towards achieving District and state goals, we must continually provide training opportunities for staff. In order to support their use of data; we must support staff to use these processes as part of their regular staff, grade level and subject level meetings. The District will also provide guidance so staff can best use these practices to share student progress with parents.

10.5:

- Differentiated Instruction (DI) and Response to Intervention (RTI) are major professional development goals of the District. Successful implementation will increase our ability to meet the needs of all students. An RTI handbook has been developed collaboratively and serves as a resource for all staff for meeting the needs of students in all 3 tiers of instruction. Resources for both math and reading at Tier 1, 2 and 3 continue to be acquired to address interventions (Indicator 1).
- In addition, 100% of 9th and 10th grade students will participate in data chats (2015-16) using their ASPIRE data to create personalized learning plans. Our hope is we will be able to store all learning plans in a central cloud location.
- The CAO team will work with the CIO team to determine a cloud-based storage area for all plans.
- The Special Education Department continues to work through the 3-year Curriculum Program Review Cycle on the continuum of services for all students (Indicator 2).
- A proposal for District-wide professional development for culturally relevant teaching practices is pending. “Equitable Classroom Practices Guide” has been drafted and awaiting final adoption for 2015-16.

10.6: The Curriculum and Instruction Department will be bringing a proposal to the Board of Education to address Indicator 2. The current middle school specialized programs will undergo a complete review to include improved professional development to maximize the existing programs.

10.7: See 10.1

10.8: A systematic collection of data related to interruptions to the classroom will begin in September 2015. This data will be reviewed monthly during principal meetings with the Chief of Schools Office personnel.

Funding/Staffing:

- 10.6 Education Elements proposal to the Board of Education in May 2015.
- 10.6 Insights professional development plan to the Board of Education in April 2015.
- Curriculum Program Review Cycle – funding for curriculum writing budgeted for summer work.

Appendices:

- A. 3-Year Curriculum and Program Monitoring Cycle
- B. Early childhood curriculum alignment with WMELS
- C. NWEA Common Core Alignment Study
- D. NWEA Individual Growth and School Success Study
- E. Teaching Strategies Gold Touring Guide
- F. Specialized programs with enrollment totals
- G. Program evaluation rubric
- H. Curriculum Program Review committee list
- I. Common Core State Standards Math
- J. Common Core State Standards English/Language Arts
- K. Next Generation Science Standards
- L. AimsWeb Alignment