



**Racine Unified School District
Operational Expectations Monitoring Report**

**OE-10.9-10.18 (INSTRUCTIONAL PROGRAM – PART 2)
SUMMARY OF COMPLIANCE STATUS**

Date: May 18, 2015


SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 10.9-10.18 (Instructional Program – Part 2), taken as a whole, the Superintendent certifies that the proceeding information is accurate and complete, and is:

<u> </u>	In Compliance
<u> </u>	In Compliance with Exception (as noted in the evidence)
<u>XXX</u>	Not in Compliance

EXECUTIVE SUMMARY:

SEE PAGE 2

Signed: 
Superintendent

Date: May 12, 2015

BOARD OF EDUCATION ACTION

With respect to Operational Expectation 10.9-10.18 (Instructional Program – Part 2), the Board:

<u> </u>	Accepts the report as fully compliant
<u> </u>	Accepts the report as compliant with noted exceptions
<u>XXX</u>	Finds the report to be noncompliant

Summary statement/motion of the Board

Ms. Handrow moved, Dr. Frontier seconded, to find the Operational Expectations – 10 (Instructional Program, Part 2) as being not in compliance as presented. All were in favor except for Mrs. McKenna and Mr. Nielsen.

Mrs. McKenna moved, Mr. Nielsen seconded, to include a summary statement commending staff for the improvements in the monitoring report from last year to this year. All were in favor.

Signed: 
Board President

Date: 21-May-2015

EXECUTIVE SUMMARY

This report monitors OE-10 (Part 2) policy for May 1, 2014 – April 30, 2015. On the whole, administrations finds this monitoring report to be **non-compliant**. *The following policies and indicators are not compliant.*

10.10 The Superintendent will select textbooks and instructional materials that advance the achievement of the Board's **Results** policies and that achieve continuity, integration and articulation of the curriculum by course and program.

- **Indicator 1:** 100% of textbooks have been adopted based on the CAO's defined systematic selection and adoption process which includes requirements for alignment to Results Policies, consistency across grades and schools, and direct alignment to District curriculum standards and course content outlines.
- **Indicator 2:** Every District curriculum and course outline includes reference to chapters, pages, units or components of adopted texts and resources that align to standards and content of the curriculum.

10.11 The Superintendent will regularly evaluate materials and textbooks, and maintain a procedure for reviewing such materials upon formal request by a parent or other stakeholder.

- **Indicator 1:** 100% of District-adopted textbooks and recommended teaching materials have been approved for use as a result of an evaluation for re-adoption, replacement, or supplement within the last three years. No textbooks have been in adoption in excess of 10 years.

10.13 The Superintendent will ensure appropriate input from students, parents, teachers, administrators and other staff members involved in the instructional program as textbooks are reviewed and selected.

- **Indicator 1:** 100% of textbook evaluation, enhancement and adoption decisions include evidence of input from stakeholders.

The following areas are now in compliance:

This report shows a 9% increase in the number of indicators In Compliance compared to 2013-2014.

10.15 The Superintendent will provide guidelines and direction to staff regarding the teaching of controversial issues.

- **Indicator 1:** Every teacher receives a written reminder about teaching controversial topics, with the policy attached in the beginning of the school year.

Additionally, three new indicators were added to the report. All three were in compliance.

10.9 The Superintendent will assure that the District calendar and the time made available during the instructional day assign priority to and best serve the learning needs of students.

- **Indicator 6:** Time to address individual student needs exists in the elementary school day.

10.10 The Superintendent will select textbooks and instructional materials that advance the achievement of the Board's **Results** policies and that achieve continuity, integration and articulation of the curriculum by course and program.

- **Indicator 3:** As new instructional programs are adopted, a consistent expectation for use across the District exists.

10.16 The Superintendent will develop and maintain mutually beneficial civic and business partnerships to contribute to achievement of the Board's results policies for student achievement.

- **Indicator 1:** Racine Unified School District has established active partnerships in organizations that contribute to raising student achievement.



Racine Unified School District
Operational Expectations Monitoring Report
DATE: Work Session May 4, 2015
Regular Board Meeting May 18, 2015

OE-10.9-10.18 (INSTRUCTIONAL PROGRAM – PART 2)

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.

<p>10.9 The Superintendent will: Assure that the District calendar and the time made available during the instructional day assign priority to and best serve the learning needs of students.</p>	<p><i>In Compliance</i></p>
--	-----------------------------

Interpretation: The Board of Education expects the Superintendent to assure that the District’s academic calendar maximizes opportunities for consistent and sustained instruction each day and across consecutive days and weeks. The Board expects that school days are structured to optimize learning time for students so that every child’s instructional needs are met.

<p>Indicator 1: District calendar meets state requirements for time and instructional minutes.</p>	<p>In Compliance</p>															
<p>Evidence: The District calendar has 180 days at all grade levels. These hours meet (or exceed) Wisconsin state requirements. Hours are as follows:</p> <ul style="list-style-type: none"> • 4K: 442 hours (437 required by DPI) • Elementary schools: 1074 hours (1050 required by DPI) • Elementary (priority schools): 1353 hours (1350 required by DPI) • Middle schools: <ul style="list-style-type: none"> - Grade 6: 1137 hours (1050 required by DPI) - Grades 7-8: 1137 (1137 required by DPI) • High schools: 1137 (1137 required by DPI) in the current school year. 																
<p>Indicator 2: The District calendar has two or less singleton holidays/vacation days.</p>	<p>In Compliance</p>															
<p>Evidence: 0% of scheduled days off fall in the middle of a week.</p>																
<p>Indicator 3: Every elementary school teacher plans for a 120 minute literacy block for English/Language Arts instruction every day.</p>	<p>In Compliance</p>															
<p>Evidence: 100% of elementary students receive 120 minutes of English/Language Arts instruction every day.</p>																
<p>Indicator 4: Every elementary school teacher plans for a 60 minute numeracy block for Mathematics instruction every day.</p>	<p>In Compliance</p>															
<p>Evidence: 100% of elementary students receive 60 minutes of numeracy instruction every day.</p>																
<p>Indicator 5: All secondary schools limit passing times to 6 minutes or less.</p>	<p>In Compliance</p>															
<p>Evidence: Passing times for each school are:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Gilmore – 4 minutes</td> <td style="width: 33%;">Case - 5 minutes</td> <td style="width: 33%;">REAL – 5 minutes</td> </tr> <tr> <td>Jerstad-Agerholm – 4 minutes</td> <td>Horlick – 5 minutes</td> <td>Walden – 5 minutes</td> </tr> <tr> <td>McKinley – 4 minutes</td> <td>Park – 5 minutes</td> <td></td> </tr> <tr> <td>Mitchell – 0 (<i>students are escorted by staff each period</i>)</td> <td></td> <td></td> </tr> <tr> <td>Starbuck – 4 minutes</td> <td></td> <td></td> </tr> </table>		Gilmore – 4 minutes	Case - 5 minutes	REAL – 5 minutes	Jerstad-Agerholm – 4 minutes	Horlick – 5 minutes	Walden – 5 minutes	McKinley – 4 minutes	Park – 5 minutes		Mitchell – 0 (<i>students are escorted by staff each period</i>)			Starbuck – 4 minutes		
Gilmore – 4 minutes	Case - 5 minutes	REAL – 5 minutes														
Jerstad-Agerholm – 4 minutes	Horlick – 5 minutes	Walden – 5 minutes														
McKinley – 4 minutes	Park – 5 minutes															
Mitchell – 0 (<i>students are escorted by staff each period</i>)																
Starbuck – 4 minutes																
<p>Indicator 6: Time to address individual student needs exists in the elementary school day.</p>	<p>In Compliance</p>															
<p>Evidence: Every elementary school has a regularly scheduled 30 minute intervention block in its schedule.</p>																

<p>10.10 The Superintendent will: Select textbooks and instructional materials that advance the achievement of the Board’s Results policies and that achieve continuity, integration and articulation of the curriculum by course and program.</p>	<p><i>Not In Compliance</i></p>
---	---------------------------------

Interpretation: The Board of Education expects the Superintendent to select, adopt and purchase textbooks and instructional materials based upon the curricular goals of the course. The criteria for selection, adoption and purchase of textbooks and teaching materials include evidence of 1) direct alignment to achievement of **Results** policies, 2) consistency of textbook series across grades and schools whenever possible, and 3) direct alignment to District curriculum and program standards.

<p>Indicator 1: 100% of textbooks have been adopted based on the Chief Academic Officer’s defined systematic selection and adoption process which includes requirements for alignment to Results Policies, consistency across grades and schools, and direct alignment to District curriculum standards and course content outlines.</p>	<p>Not In Compliance</p>
<p>Evidence: Current adopted textbooks have had varying processes for selection with inconsistent standards applied to selection criteria.</p>	
<p>Indicator 2: Every District curriculum and course outline includes reference to chapters, pages, units or components of adopted texts and resources that align to standards and content of the curriculum.</p>	<p>Not In Compliance</p>
<p>Evidence: Few District curriculum and course outlines have specified reference to adopted textbooks and teaching resources.</p>	
<p>Indicator 3: As new instructional programs are adopted, a consistent expectation for use across the District exists.</p>	<p>In Compliance</p>
<p>Evidence:</p> <ul style="list-style-type: none"> • Kindergarten and 1st grade consistently use the Foundations reading program. • Kindergarten and 1st grade consistently use the Reading in Motion reading program in dual language classrooms. • The reading and mathematics intervention program, Odyssey Compass Learning, is consistently used in grades 1 to 5 in both reading and math for 90 minutes each per week. • The reading intervention program READ NATURALLY is consistently used across Kindergarten through 8th grade for special education students. • The RtI intervention tools are consistently used across Kindergarten through 8th grade. Specifically: <ul style="list-style-type: none"> - DreamBox - Fast Forward 	

10.11 The Superintendent will: Regularly evaluate materials and textbooks, and maintain a procedure for reviewing such materials upon formal request by a parent or other stakeholder.	<i>Not In Compliance</i>
--	--------------------------

Interpretation: The Board of Education expects the Superintendent to provide excellent, up-to-date teaching materials and textbooks tightly aligned to curriculum. Therefore, the District is expected to systematically conduct a quality, relevance and alignment review of all teaching materials in every content area every three years. No adopted textbooks will be used if they exceed a 9 year old copyright.

The Board also expects the Superintendent to assure that all textbook and classroom teaching materials are made available to the public upon request using a standardized Request for Review through the Chief Academic Officer.

Indicator 1: 100% of District-adopted textbooks and recommended teaching materials have been approved for use as a result of an evaluation for re-adoption, replacement or supplement within the last three years. No textbooks have been in adoption in excess of 10 years.	Not In Compliance
Evidence: 17 textbooks currently in use have an adoption date equal to or greater than 10 years.	
Indicator 2: Every formal request from the public to review adopted texts and materials received a response and access to requested materials within 5 business days.	In Compliance
Evidence: RUSD received one (1) formal request from the public to review Health curriculum this year. The request was granted within the required 5 business days.	

10.12 The Superintendent will: Adequately monitor and control student access to and utilization of electronically distributed information.	<i>In Compliance</i>
--	----------------------

Interpretation: The Board of Education expects the Superintendent to enforce a Technology Use Agreement for all students to use electronic information and curriculum, and to install and monitor appropriate filters and mechanisms to assure no students gain access to dangerous, inappropriate or confidential information.

Indicator 1: 100% of District-owned computers are protected using reliable safety measures.	In Compliance
Evidence: The RUSD firewall and email security are CIPA compliant. <i>(See Appendix M.)</i>	
Indicator 2: 100% of prohibited sites and information attempted to be accessed by students were flagged and blocked by the District's filters.	In Compliance
Evidence: There have been no breaches of protected information or access to inappropriate sites on District computers.	

<p>10.13 The Superintendent will: Ensure appropriate input from students, parents, teachers, administrators and other staff members involved in the instructional program as textbooks are reviewed and selected.</p>	<p><i>Not In Compliance</i></p>
---	---------------------------------

Interpretation: The Board of Education expects the Superintendent to assure that textbook review and selection decisions are based on input from critical and affected District stakeholders.

<p>Indicator 1: 100% of textbook evaluation, enhancement and adoption decisions include evidence of input from stakeholders.</p>	<p>Not In Compliance</p>
---	---------------------------------

Evidence: Solicitation for feedback from stakeholders has not occurred this year because the textbook adoption process is part of year two (2) on the Curriculum Program Review Cycle.

<p>10.14 The Superintendent will: Review school attendance boundaries annually to assure reasonable balance in student enrollment, including recommendations for any school additions or closings.</p>	<p><i>In Compliance</i></p>
---	-----------------------------

Interpretation: The Board of Education expects the Superintendent to conduct an Annual Enrollment Review for all schools. This review will consider enrollment compared to capacity as well as other factors that affect school composition, and to make recommendations in a timely manner for potential school closings, boundary changes or new school construction needs based on the Annual Review.

<p>Indicator 1: The Annual Review for 2014-15 identified no needed closings, boundary adjustments or facility construction.</p>	<p>In Compliance</p>
--	-----------------------------

<p>Evidence: There have been no closings, boundary adjustments or facilities construction in the 2014-15 school year.</p>	
--	--

10.15 The Superintendent will: Provide guidelines and direction to staff regarding the teaching of controversial issues.	<i>In Compliance</i>
--	----------------------

Interpretation: The Board of Education expects the Superintendent to clearly articulate procedures regarding the teaching of controversial issues.

- Controversial issues: Any subject matter that has the potential to be offensive or cause alarm. This would include topics related to political or personal beliefs and values that lack sensitivity to or cause controversy, prejudice or oppression in the classroom.

Indicator 1: Every teacher receives a written reminder about teaching controversial topics, with the policy attached in the beginning of the school year.	In Compliance
--	----------------------

Evidence: All teachers and administrators were provided a copy of the policy on October 6, 2014 via email. A second reminder was sent via Superintendent Tuesday Updates on October 7, 2014. A third reminder was sent via Friday Focus on October 17, 2014. *(See Appendix N)*

<p>10.16 The Superintendent will: Develop and maintain mutually beneficial civic and business partnerships to contribute to achievement of the Board's results policies for student achievement.</p>	<p><i>In Compliance</i></p>
--	-----------------------------

Interpretation: The Board of Education expects the Superintendent to engage and encourage partnerships with businesses, community and civic organizations to provide support to schools to help improve student achievement.

- Mutually beneficial: Relationships that result in significant benefits to students, schools and the community.

<p>Indicator 1: Racine Unified School District has established active partnerships in organizations that contribute to raising student achievement.</p>	<p>In Compliance</p>
<p>Evidence: Community partnership list. <i>(See Appendix O)</i></p>	

10.17 The Superintendent may not: Change the basic grade configuration of District schools.	<i>In Compliance</i>
---	----------------------

Interpretation: The Board of Education expects the Superintendent to recommend grade configuration changes for schools to the Board of Education for its approval in a systematic and timely manner.

- Basic grade configuration: The current PK-5, 6-8 and 9-12 composition of District schools.

Indicator 1: All grade configuration changes are approved by the Board of Education.	In Compliance
Evidence: Racine Civil Leaders Academy (RCLA) increased enrollment to include 6 th grade beginning 2015-16. <i>Charter School Contract approved by the Board of Education on March 24, 2014 to increase by one grade level each year until the maximum grade level is 8th grade.</i>	

10.18 The Superintendent may not: Change school attendance boundaries for students.	<i>In Compliance</i>
---	----------------------

Interpretation: The Board of Education expects the Superintendent to obtain Board approval for any alteration or reconfiguration of lines drawn for RUSD student attendance boundaries.

Indicator 1: Every school boundary change is based on a Board vote for approval.	In Compliance
---	----------------------

Evidence: No school boundary changes have occurred to date.
--

Appendix

M. CIPA

N. Controversial teaching policy

O. Business and community partnerships

Action Plan to Improve/Enhance OE-10 (Part 2):

Through the office of the Chief Academic Office, the Superintendent will continue to address areas of non-compliance in OE-10 (Part 2). The 2015-2016 action plan includes:

10.10 and 10.11: Work will continue on the Three-Year Curriculum Program Review Cycle. Textbook and resource adoption begins the summer of 2015 (2nd year of the cycle).

10.12: Beginning in the 2015-16 school year, a standard lesson on the expected protocol for accessing the internet will be taught to all students. The students will sign off indicating they received information on the expectations for using District computers to access the internet.

10.16: New partnerships will be added annually.