Our 3 Priorities

- Raise student achievement, particularly in Reading & Math
- Close achievement gaps for students of color and special education
- Create positive learning environments for all schools
Raising Racine

Our accountability measures for the next 3 years

- Increased benchmark performance scores on MAP and PALS (K-8)
- Growth measures show closing achievement gaps
- Decreased number of at-risk students entering grade 9 (DEWS)
- Increased number of students on track to graduation by the end of grade 9

Phonological Awareness Literacy Screening (PALS), 4K – 1

- Assesses students’ skills at beginning, middle and end of year
- Assesses in English, therefore, dual-language students are at a disadvantage and this affects RUSD’s overall scores
Kindergarten Students at Benchmark

Increased benchmark performance scores on MAP and PALS (K-8)

Increased 16% increase

Spring 2013 67%

Spring 2014 83%

300 more students

Increase due to implementation of FUNDATIONS phonics program.

FUNDATIONS expands to Grade 1 next year.
Raising Racine

- Increased benchmark performance scores on MAP and PALS (K-8)
- Growth measures show closing achievement gaps
- Decreased number of at-risk students entering grade 9 (DEWS)
- Increased number of students on track to graduation by the end of grade 9

Measures of Academic Progress (MAP), 1 – 8
- Identifies students’ skills for reading and mathematics
- Beginning, middle and end of year measure of growth in reading and math
- Sets individual learning targets
Increased benchmark performance scores on MAP and PALS (K-8)

MAP Reading Growth Fall – Spring

Grades 3-8, on average, met or exceeded expected growth in reading.
MAP Reading Growth Last Year – This Year

Increased benchmark performance scores on MAP and PALS (K-8)

Percent of students meeting expected growth is greater than last year.
MAP Math Growth Fall – Spring

Increased benchmark performance scores on MAP and PALS (K-8)

Most grades met or exceeded their expected growth in mathematics.
Increased benchmark performance scores on MAP and PALS (K-8)

MAP Math Growth Last Year – This Year

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall '12 - Spring '13 (%)</th>
<th>Fall '13 - Spring '14 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>57.1</td>
<td>62</td>
</tr>
<tr>
<td>2</td>
<td>55.3</td>
<td>55.2</td>
</tr>
<tr>
<td>3</td>
<td>59</td>
<td>56.5</td>
</tr>
<tr>
<td>4</td>
<td>54.9</td>
<td>55.9</td>
</tr>
<tr>
<td>5</td>
<td>53.8</td>
<td>56.7</td>
</tr>
<tr>
<td>6</td>
<td>49.5</td>
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<tr>
<td>7</td>
<td>47.2</td>
<td>50.2</td>
</tr>
<tr>
<td>8</td>
<td>53.9</td>
<td>58.7</td>
</tr>
</tbody>
</table>

Percent of students meeting expected growth is greater than last year.
Raising Racine

Increased benchmark performance scores on MAP and PALS (K-8)

Growth measures show closing achievement gaps

Decreased number of at-risk students entering grade 9 (DEWS)

Increased number of students on track to graduation by the end of grade 9

To close gaps, students in sub-groups must grow more than the group as a whole

Gap sub-groups we are monitoring:
- African-American
- Hispanic
- Special Education
- Low Socioeconomic Status
- English Language Learners
Increased benchmark performance scores on MAP and PALS (K-8).

Minority MAP Reading Fall to Spring

Minor gains in closing reading gaps.
Increased benchmark performance scores on MAP and PALS (K-8)

Minority MAP Mathematics Fall – Spring

Gap has increased in mathematics.
2012-2013 graduation rates continue to increase, except Hispanic students. Hispanic graduation gap has widened.
Raising Racine

- Increased benchmark performance scores on MAP and PALS (K-8)
- Growth measures show closing achievement gaps
- Decreased number of at-risk students entering grade 9 (DEWS)
- Increased number of students on track to graduation by the end of grade 9

Dropout Early Warning System (DEWS) identifies students who are at-risk of dropping out of high school

DEWS determines high, moderate or low risk students based on:
- Attendance
- Days removed for out-of-school suspension or expulsion
- Number of school and district moves
- WKCE performance in reading and mathematics
Goal: the number of high risk 8th grade students will decrease.
Year-to-Date Suspension Data

We continue to disproportionately suspend our minority students.

Increased number of students on track to graduation by the end of grade 9

Out-of-School Suspension Year-to-Date (as of 6/6/14)

20% decrease
Raising Racine

- Increased benchmark performance scores on MAP and PALS (K-8)
- Growth measures show closing achievement gaps
- Decreased number of at-risk students entering grade 9 (DEWS)
- Increased number of students on track to graduation by the end of grade 9

On track 9th grade students should have 3 or more credits by end of first semester and 6 credits by the end of the year.

Graduation rate data considers students who graduate in 4 years.
Grade 9 Students with 3 or More Credits

Increased number of students on track to graduation by the end of grade 9

Freshmen with 3 or More Credits at End of Sem. 1

- 2012-2013: 70.37%
- 2013-2014: 76.03%

6% increase

85 more freshmen
4-Year High School Graduation Rate

The graduation gap between the District and state continues to close.

Increased number of students on track to graduation by the end of grade 9

5.8% more graduates than 4 years ago

16 Full Diploma IB candidates ‘13-‘14

Quadrupled our ‘13-‘14 graduates from Alternative Programs

The graduation gap between the District and state continues to close.
3 Priorities: 3 Years

We align all our work to these three priorities.

We hold ourselves accountable to the Racine community for accomplishing them.

- Raise Achievement
- Close Achievement Gaps
- Positive Learning Environments

- Be the employer of choice in a diverse and changing world.
- Position RUSD as a District of choice amidst a highly competitive educational environment in the State of Wisconsin.
- Ensure facilities, funds and operational support create a positive learning environment.
- Empower school principals to ensure the success of every student, every day, every hour, every minute.
- Ensure all students experience rigorous curriculum and engaging instruction leading to career and college readiness and increasing graduation rates.
Chief Academic Officer: Year 1

- Enhance reading and math professional learning and support
- Increase direct support to schools
- Use FUNDATIONS for phonics and reading readiness instruction in kindergarten
- Purchase leveled reader book rooms and train teachers (K-5) in Guided Reading
- Expand Assessment & Accountability support to teachers
- Design a systematic process for curriculum and program evaluation
Chief of Schools: Year 1

✔ Implement school improvement accountability

✔ 100% of principals are Teachscape certified for Educator Effectiveness

✔ Implement coaching training for all principals

✔ Provide ongoing leadership development for all principals

✔ 100% of schools trained in Positive Behavior Interventions and Support (PBIS)

✔ Plan for implementation of character development and positive school climate programs
Chief Operations Officer: Year 1

✔ Implement system for preventative maintenance tracking and data management of needs

✔ Conduct budget roundtables as part of budget process

✔ Collaboratively identify savings through employee fringe benefit adjustments

✔ Combine Transportation and Enrollment services

✔ Offer a more flexible pick-up/drop-off policy

✔ Complete Technology refresh of staff computers

✔ Upgrade wireless infrastructure at 10 schools
Chief of Communication & Community Engagement: Year 1

✔ Implement internal branding campaign

✔ Provide customer service professional development for frontline staff

✔ Design and implement new District website

✔ Establish Superintendent’s Advisory Council

✔ Reorganize and expand Parent Key Communicator committee
Chief of Human Capital: Year 1

✔ Refine staffing and create electronic transfer process

✔ Develop partnerships with area colleges and universities to establish career ladders for employees

✔ Expand recruitment efforts to attract high-quality, diverse applicants

✔ Actively recruit for hard-to-fill positions
Raising Racine

In Year 2:

• North Star vision refresh
• Accelerate achievement through professional development
• Cluster model – direct support to schools
• Class size reductions
• Accelerate MAP growth through Compass Learning
• At-risk students and positive school climates – resources and tools
• Freshmen cohorts at Case, Horlick & Park
• FUNDATIONS expands to grade 1
• First in Math expands to grades 1 and 2
• Literacy support for dual-language early grades
• Focus on family engagement
• Strategy for long-range facility needs and resources
We will sustain the momentum toward Raising Racine
RAISING RACINE

Building a Solid Foundation

Year 1 Progress Report: June 2014