



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

**OE-2 (EMERGENCY SUPERINTENDENT SUCCESSION)
SUMMARY OF COMPLIANCE STATUS**

Date: April 28, 2014

SUPERINTENDENT CERTIFICATION

With respect to Operational Expectation 2 (Emergency Superintendent Succession), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:

- In Compliance (since July 1, 2013)**
- In Compliance, with Exceptions (as noted in the evidence)**
- Not in Compliance**

Signed:  Date: April 28, 2014
Superintendent

BOARD OF EDUCATION ACTION

With respect to Operational Expectation 2 (Emergency Superintendent Succession), the Board:

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

Summary statement/motion of the Board:

The board accepted the OE-2 (Emergency Superintendent Succession) Monitoring Report as being fully compliant.

Signed:  Date: April 28, 2014
Board President



Racine Unified School District
Operational Expectations Monitoring Report
DATE: April 28, 2014

OE-2 (EMERGENCY SUPERINTENDENT SUCCESSION)

<p>The superintendent shall designate at least one other executive staff member who is familiar with the board's governance process and issues of current concern and is capable of assuming superintendent responsibilities on an emergency basis until the board appoints a temporary or permanent replacement.</p>	<p><i>Compliant</i></p>
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Interpretation: I interpret the Board's values to be:

The Board expects the organization to have clearly identified executive leadership at all times. Whenever the Superintendent is not able to fulfill his/her direct leadership responsibility due to being away from the district for training, vacation, extended illness or emergency, the Board expects a district leader to be designated to serve in the Superintendent's absence. The Board expects the Superintendent to identify and communicate to the Board and Central Office leadership who is designated to lead the district when the Superintendent is unable to make decisions on behalf of the district due to absence as described above.

The Board expects Superintendent designee(s) to be appointed first from available chiefs, then executive directors, then directors at the Administrative Service Center. Designees must possess superior skills, knowledge of district leadership responsibilities, Board policy, organizational structures, and district communication practices. In addition, the designee(s) must have an understanding of the Superintendent's vision and direction for most district matters so that decisions made by the designee(s) are aligned to decisions and values typically made and expressed by the Superintendent under the direction of the Board.

Indicators of Compliance:

We will know we are compliant when the Board is presented evidence of the Chiefs who have been assigned designation as Acting Superintendent in the event the Superintendent is absent.

Evidence of Compliance:

<u>Date of Absence</u>	<u>Purpose</u>	<u>Acting Superintendent</u>
July 25-26, 2013.....	Vacation.....	Eric Gallien and Joan Kuehl
September 27-30, 2013.....	Vacation.....	Eric Gallien
November 13-15, 2013.....	LAP.....	Marc Duff (13-14) Kevin McComick (15)
December 6, 2013.....	Vacation.....	Eric Gallien
December 10-11, 2013.....	Funeral	Eric Gallien
February 12-15, 2014.....	AASA Conference.....	Dave Hazen



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

**OE-3 (TREATMENT OF EXTERNAL STAKEHOLDERS)
SUMMARY OF COMPLIANCE STATUS**

Date: August 18, 2014

SUPERINTENDENT CERTIFICATION

With respect to Operational Expectation 3 (Treatment of External Stakeholders), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:

<u> </u>	In Compliance
<u> XX </u>	In Compliance, with Exceptions (as noted in the evidence-baseline data only on several indicators)
<u> </u>	Not in Compliance

Signed: 
Superintendent

Date: August 18, 2014

Areas of Non-Compliance: The areas of Non-Compliance pertain to 3.2 and 3.3 indicators with only baseline data for this first year. In addition, 3.2, indicator 2: the percent of respondents at the middle school level indicating they know the school level parent complaint procedure did not increase.

BOARD OF EDUCATION ACTION

With respect to Operational Expectation 3 (Treatment of External Stakeholders), the Board:

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

Summary statement/motion of the Board:

Mr. Eperjesy moved, Pastor Hargrove seconded, to accept the OE-3 Monitoring Report as being in compliance with noted exceptions in Sections 3.2 and 3.3 indicators as presented. All were in favor.

Signed: 
Board President

Date: 8-20-14



Racine Unified School District
Operational Expectations Monitoring Report
DATE: August 18, 2014

OE-3 (TREATMENT OF EXTERNAL STAKEHOLDERS)

The superintendent shall maintain an organizational culture that treats all people with respect, dignity and courtesy.

Interpretation:

The Board expects that District employees exemplify core values of the Racine Unified School District organization by treating all members of the community in a professional, positive and service-oriented manner to demonstrate value and regard for every stakeholder.

Organizational culture – We interpret organizational culture to mean the values, beliefs, and attitudes collectively held by the employees of RUSD. Organizational culture is reflected in the manner in which we treat, support and advocate for external stakeholders.

Respect, dignity and courtesy- We interpret respect, dignity and courtesy to mean that all interactions with our stakeholders are consistently positive, timely and demonstrate a value for the individual. In addition, staff conveys sincerity, problem-solving skills, and expertise in each interaction to demonstrate a service-oriented mindset and create a welcoming environment and positive interaction in all contacts with stakeholders.

All external stakeholders – We interpret all external stakeholders to mean parents, citizens, local civic organizations and their members, and the business community and its members.

3.1 Protect confidential Information.	Compliant
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Interpretation:

The Board of Education expects all departments and schools to use defined procedures, implemented with integrity, to ensure complete security of legally protected data and records. The District will fully comply with all requirements under Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), and Intergovernmental Cooperation Agreement (Wisconsin Schools Consortium). The Board of Education also expects the District to withhold and protect student information when requested by parents.

Indicators/Evidence of Compliance:

<p>Indicator 1: 100% of student information and data, as described in <i>Croft Administrative Regulations 4116.23</i>, are protected.</p>	Compliant
<p>Evidence: No documented infractions of <i>Croft Administrative Regulations 4116.23</i> occurred during the 2013-2014 school year.</p>	
<p>Indicator 2: 100% of concerns received from external stakeholders regarding the confidentiality of student records, as described in the Code of Student Responsibilities and Rights are documented and addressed fully and to the satisfaction of the stakeholder.</p>	Compliant
<p>Evidence: No documented concerns of confidentiality of student records under Section P occurred during the 2013-2014 school year.</p>	
<p>Indicator 3: The District assures that 100% of parent/guardian requests for exemption from sharing student directory information are honored (except as required by law or for access to District technology use).</p>	Compliant
<p>Evidence: 100% of parent requests for directory information exemptions were honored during the 2013-2014 school year (See appendix A).</p>	

3.2 Effectively handle complaints.	Compliant
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Interpretation:

The Board expects that the District will:

- 1) Clearly communicate to stakeholders the process for filing a complaint;
- 2) Make complaint forms and instructions readily accessible to stakeholders;
- 3) Respond to formal parent/community complaints quickly, within 5 days, and;
- 4) Fully investigate and resolve all complaints in a timely and professional manner.

Complaints- We interpret complaints to include formal complaints filed on the *Parent/Customer Complaint Form*.

Indicators/Evidence of Compliance:

<p>Indicator 1:</p> <p>The percent of respondents to the Parent/Community survey indicating they understand how to submit a complaint at the district level increases each year with a target of 80%.</p>	Compliant
<p>Evidence:</p> <p>46.7% of respondents to the Parent/Community survey indicated they knew the process for filing a complaint during the 2013-2014 school year; an increase of 6.1% from the previous year.</p>	
<p>Indicator 2:</p> <p>The percent of respondents to the Parent/Community survey indicating they understand the parent complaint procedure at the school level increases each year, at each school level, with a target of 80%.</p>	Non-Compliant
<p>Evidence:</p> <ul style="list-style-type: none"> • 66% of the total respondents to the Parent/Community survey indicated they knew the parent complaint procedure, an increase of 4% from the previous year. • 72% of respondents to the Parent/Community survey at the elementary level indicated they knew the parent complaint procedure, an increase of 4% from the previous year. • 65% of respondents to the Parent/Community survey at the middle school level indicated they knew the parent complaint procedure, a decrease of 2% from the previous year. • 60% of respondents to the Parent/Community survey at the high school level indicated they knew the parent complaint procedure, an increase of 5% from the previous year. 	
<p>Indicator 3:</p> <p>The percent of respondents to the Parent/Community survey who indicate they feel their concern at the district level was addressed in a satisfactory manner increases each year with a target of 80%.</p>	Non-Compliant (Baseline Data this Year)
<p>Evidence:</p> <p>45% of respondents to the Parent/Community survey indicated their concern was addressed in a satisfactory manner.</p>	
<p>Indicator 4:</p>	Compliant

<p>The percent of respondents to the Parent/Community survey who indicate they feel their concern at the school level was addressed in a satisfactory manner increases each year with a target of 80%.</p>	
<p>Evidence: 73% of respondents to the Parent/Community survey indicated their concern was addressed in a satisfactory manner, an increase of 8% from the previous year.</p>	
<p>Indicator 5: 100% of formal complaints receive an acknowledgement of receipt and resolution within 5 business days.</p>	<p>Compliant</p>
<p>Evidence: 100% of 56 formal complaints were acknowledged and resolved within 5 business days (See sample tracking form – Appendix B and Appendix C).</p>	
<p>Indicator 6: 100% of formal complaints filed regarding employee conduct are investigated and resolved according to Wisconsin State Law.</p>	<p>Compliant</p>
<p>Evidence: 100% of the 24 formal complaints filed against employees were investigated and resolved according to Wisconsin State Law.</p>	

<p>3.3 Maintain an organizational culture that:</p> <ul style="list-style-type: none"> a. values individual differences of opinion; b. reasonably includes people in decisions that affect them; c. provides timely and accurate communication in all written and interpersonal interaction; d. focuses on common achievement of the board's Results policies; e. maintains an open, responsive and welcoming environment. 	<p>Non-Compliant (Baseline Data this Year)</p>
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Interpretation:

The Board expects all District staff to demonstrate and convey that we hold with sincere value the following:

- a) diverse and differing views of all external stakeholders as expressed in emails, letters, phone calls, committees, study groups, surveys, complaint processes and forums of any kind;
- b) inclusion of stakeholder input and feedback in meetings, committees, task forces, forums and other venues when the District is making plans or decisions in which stakeholders have a vested interest;
- c) ensuring the opinions and ideas stakeholders express are fully considered and included in final decisions;
- d) regular, frequent, clear and transparent communication to external stakeholders;
- e) priority for accomplishing excellent achievement and learning outcomes for students;
- f) an organization that is open, friendly, warm and trusted as well as dedicated to addressing needs, questions and concerns from stakeholders.

Indicators/Evidence of Compliance:

<p>Indicator 1:</p> <p>The percent of respondents to the Parent/Community survey who indicate they feel their perspectives and opinions are valued by the District increases each year with a target of 80%.</p>	<p>Non-Compliant (Baseline Data this Year)</p>
<p>Evidence:</p> <p>34.6% of respondents to the Parent/Community Survey indicated they believe the District values a diversity of perspectives and opinions. This will be used as baseline data since it is the first year of collecting this evidence.</p>	
<p>Indicator 2:</p> <p>The percent of respondents to the Parent/Community survey who indicate they feel their school values their opinion increases each year, overall and at each school level, with a target of 80%.</p>	<p>Non-Compliant (Baseline Data this Year)</p>
<p>Evidence:</p> <ul style="list-style-type: none"> • 58% of total respondents to the Parent/Community survey indicated they felt their school valued their opinion. • 71% of respondents to the Parent/Community survey at the elementary level indicated they felt their school valued their opinion. • 60% of respondents to the Parent/Community survey at the middle school level indicated they felt their school valued their opinion. • 57% of respondents to the Parent/Community survey at the high school level indicated they felt their school valued their opinion. <p>This will be used as baseline data since it is the first year of collecting this evidence.</p>	

<p>Indicator 3:</p> <p>The percent of respondents to the Parent/Community survey who indicate they have opportunities for collaboration and shared decision making with District staff increases each year with a target of 80%.</p>	<p>Non-Compliant (Baseline Data this Year)</p>
<p>Evidence:</p> <p>41.8% of respondents to the Parent/Community survey indicate that the district creates opportunities for collaboration and shared decision making. This will be used as baseline data since it is the first year of collecting this evidence.</p>	
<p>Indicator 4:</p> <p>The percent of respondents to the Parent/Community survey who indicate they have opportunities to give input on school level decisions will increase each year, overall and at each school level, with a target of 80%.</p>	<p>Non-Compliant (Baseline Data this Year)</p>
<p>Evidence:</p> <ul style="list-style-type: none"> • 52% of total respondents to the Parent/Community survey indicated they had opportunities to give input on school level decisions. • 64% of respondents to the Parent/Community survey at the elementary level indicated they had opportunities to give input on school level decisions. • 56% of respondents to the Parent/Community survey at the middle school level indicated they had opportunities to give input on school level decisions. • 48% of respondents to the Parent/Community survey at the high school level indicated they had opportunities to give input on school level decisions. <p>This will be used as baseline data since it is the first year of collecting this evidence.</p>	
<p>Indicator 5:</p> <p>The percent of respondents to the Parent/Community survey who indicate the District's main focus is on student achievement will increase each year with a target of 80%.</p>	<p>Non-Compliant (Baseline Data this Year)</p>
<p>Evidence:</p> <p>66.7% of respondents to the Parent/Community Survey indicated they believe the District's main focus is on student achievement in academics, workplace skills, global citizenship and life skills. This will be used as baseline data since it is the first year of collecting this evidence.</p>	
<p>Indicator 6:</p> <p>The percent of respondents to the Parent/Community survey indicate the District provides good customer service will increase each year with a target of 90%.</p>	<p>Non-Compliant (Baseline Data this Year)</p>
<p>Evidence:</p> <p>77% of respondents to the Parent/Community Survey indicated they believe when they call or visit the district office, they receive good customer service. This will be used as baseline data since it is the first year of collecting this evidence.</p>	
<p>Indicator 7:</p> <p>The percent of respondents to the Parent/Community survey indicate schools provide good customer service will increase each year, overall and at each school level, with a target of 90%.</p>	<p>Non-Compliant (Baseline Data this Year)</p>
<p>Evidence:</p> <ul style="list-style-type: none"> • 85% of total respondents to the Parent/Community survey indicated schools provide good customer 	

service.

- 90% of respondents to the Parent/Community survey at the elementary level indicated schools provide good customer service.
- 87% of respondents to the Parent/Community survey at the middle school level indicated schools provide good customer service.
- 84% of respondents to the Parent/Community survey at the high school level indicated schools provide good customer service.

This will be used as baseline data since it is the first year of collecting this evidence.

Appendix A

3.1, Indicator 3:

The District assures that 100% of parent/guardian requests for exemption from sharing student directory information are honored (except as required by law or for access to District technology use).

Students Opting Out of RUSD Directory for the Following Uses					
	District	Higher Ed	Local	Military	Public
Total	136	669	587	1284	794
Elementary	29	222	181	387	267
Middle School	48	177	143	333	219
High School	59	270	263	564	308

Appendix C

3.2, Indicator 5: Formal Complaints by Category

100% of formal complaints receive an acknowledgement of receipt and resolution within 5 business days.

2013-2014 Formal Complaints by Category Filed at District Level

Facility	Staff Action	Staff inaction	Peer	Policy	Program	Communication	Service
0	30	14	20	5	1	6	1

Complaints may cross more than one area.

Appendix D

Capacity Building

3.2 Indicator 1:

The percent of respondents to the Parent/Community survey indicating they understand how to submit a complaint increases each year with a target of 80% by summer, 2017.

1. The process for stakeholders to file a complaint has been added to the *Parent/Student Rights and Responsibilities Code*, to be adopted Fall, 2014.
2. A link to the *Parent/Customer Complaint Form* will be added on the RUSD public webpage to increase visibility and accessibility. This will be added by September 1, 2014.

3.2 Indicator 2:

The percent of respondents to the Parent/Community survey who indicate they feel their concern was addressed in a satisfactory manner increases each year with a target of 80% by summer, 2017.

1. Questions to the Parent/Community survey will be reviewed and refined to clarify the definition of satisfactory.
2. More parent and community email addresses will be collected this year so that we can increase the number of constituents who participate in the survey.
3. Beginning September, 2014, each time a stakeholder files a formal complaint, the District will send a follow up email to survey satisfaction with the resolution, timeliness and professionalism of the District's handling of the complaint. This data will be included in the 2015 OE-3 Monitoring Report and beyond. Data will be used to increase effectiveness of handling complaints as additional feedback is received based on this follow-up survey.

Noncompliant

- 4.3 Recruit and select the most highly qualified and best-suited candidates with a goal to reflect the diversity of the community. This includes temporary, contractual and permanent positions.
- 4.8 Develop compensation and benefit plans to attract and retain the highest quality employees by compensating employees consistent with the applicable marketplace, including but not limited to organizations of comparable size and type, and within available resources.
- 4.9 Consistent with the superintendent's own evaluation, evaluate all employee performance according to their contribution toward achieving the board's Results policies and their compliance with the board's Operational Expectations policies and in addition, measure and document both excellent performance and unsatisfactory performance.
- 4.10 Assure that the evaluation of all instructional and administrative personnel is designed to:
 - a. Improve and support instruction;
 - b. Link teacher and administrator performance with multiple measures of student performance and operational efficiencies toward achieving Results policies.

Noncompliant

- 4.12 Maintain an organizational culture that:
 - a. Values individual differences of opinion;
 - b. Reasonably includes people in decisions that affect them;
 - c. Provides open and honest communication in all written and interpersonal interaction;
 - d. Focuses on common achievement of the board's **Results** policies;
 - e. Maintains an open, responsive and welcoming environment;
 - f. Positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy.



Racine Unified School District
Operational Expectations Monitoring Report
DATE: June 16, 2014

OE-4 (PERSONNEL ADMINISTRATION)

The superintendent shall assure the recruitment, employment, development, evaluation and compensation of district employees in a manner necessary to enable the organization to achieve its Results policies.

Interpretation: We interpret the Board's values to be:

- **Recruitment** shall mean attract and select the most talented and diversified pool of candidates.
- **Employment** shall mean work defined by the District for anyone who receives monetary compensation for services rendered.
- **Development** shall mean providing staff with mentoring, coaching, and/or training that positively impacts student achievement and professional growth.
- **Evaluation** shall mean a fair, credible, effective, and consistent system and process that assesses the effectiveness of the employee and provides support and feedback to facilitate continuous improvement and growth.
- **Compensation** shall mean providing competitive and flexible salary placement and benefits to attract new and retain current employees.
- **District employee** means anyone who receives compensation in exchange for services.
- The Board's **Results** policy is defined in R-1.

4.1 Conduct extensive background inquiries and checks prior to hiring any paid personnel, including, temporary, contractual and permanent positions.	Compliant
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Interpretation: We interpret the Board’s values to be:

- **Extensive background inquiries and checks** shall mean Wisconsin Circuit Court Access results, National Sex Offender Public Registry results, Wisconsin Department of Public Instruction (DPI) credential and licensing verifications, various social media results, reference checks, and verification of employment eligibility prior to hiring.

Indicators of Compliance:

- We will know we are compliant when:
- 100% of new employees are hired with having successfully cleared all background checks listed in this interpretation prior to their start date.

Evidence:	Compliant	Noncompliant
<ul style="list-style-type: none"> • 100% of new employees recommended for employment successfully cleared all background checks listed in this interpretation prior to their start date as evidence by records maintained (as listed above) in the Office of Human Capital. (4% were not hired because of unsuccessful background checks – this represents 14 individuals.) 	X	

4.2 Conduct background inquiries and checks prior to utilizing the services of any volunteers who have unsupervised contact with students.	Compliant
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<p><u>Interpretation: We interpret the Board's values to be:</u></p> <ul style="list-style-type: none"> • Background inquiries and checks shall mean Wisconsin Circuit Court Access results, National Sex Offender Public Registry results, various social media results, and reference checks prior to allowing a person to volunteer. • Contact shall mean any opportunity a volunteer has to be with students under the direction of district personnel. • Unsupervised contact (The Department of Human Capital does not endorse "unsupervised" support practices.)
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<p><u>Indicators of Compliance:</u></p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> • 100% of people filling a volunteer position will successfully clear all background checks listed in this interpretation.
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<u>Evidence:</u>	<u>Compliant</u>	<u>Noncompliant</u>
<ul style="list-style-type: none"> • 100% of people filling a volunteer position successfully cleared all background checks listed in this interpretation as evidence by records maintained (as listed above) in the Office of Human Capital. (8.4% were not allowed to volunteer because of unsuccessful background checks – this represents 221 individuals.) 	X	

4.4 Administer clear personnel rules and procedures for employees.	Compliant
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Interpretation: We interpret the Board's values to be:

- **Administer** shall mean to supervise or oversee that personnel rules and procedures are followed.
- **Clear** shall mean personnel rules and procedures are communicated and understood by employees.
- **Rules and procedures** shall mean the applicable laws, Board, and District policies that communicate the employment expectations for all District personnel.

Indicators of Compliance:

We will know we are compliant when:

- 100% of employees will receive the employee handbook which details and communicates employment policies.

<u>Evidence:</u>	<u>Compliant</u>	<u>Noncompliant</u>
<ul style="list-style-type: none"> • 100% of employees received the employee handbook which details and communicates employment policies as evidence by records maintained in the Office of Human Capital. (Moving forward next year there will be an electronic sign off.) 	X	

4.6 Maintain accurate job descriptions for all staff positions.	Compliant
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Interpretation: We interpret the Board's values to be:

- **Maintain** shall mean to keep current and accurate.
- **Accurate** shall mean job descriptions reflect the essential functions, knowledge, skills, and abilities of the responsibilities and tasks performed.

Indicators of Compliance:

- We will know we are compliant when:
- 100% of job descriptions will be available to employees and for use by administrators during the hiring and/or evaluation process.
 - 100% of job descriptions will be reviewed so every employee evaluation tool is directly aligned to its components of the roles and responsibilities, every three years on a rotating schedule with each Chief.

<u>Evidence:</u>	<u>Compliant</u>	<u>Noncompliant</u>
<ul style="list-style-type: none"> • 100% of job descriptions are available electronically during the hiring and/or evaluation process and at any other time upon request to the Department of Human Capital. • 100% of job descriptions are reviewed/developed for aligned roles and responsibilities for the reorganization for the office of Chief of Schools and Chief Academic Officer. 	<p style="text-align: center;">X</p> <p style="text-align: center;">X</p>	

4.7 Protect confidential information.	Compliant
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<u>Interpretation: We interpret the Board's values to be:</u>		
<ul style="list-style-type: none"> • Protect shall mean to secure, keep safe, and preserve employee confidential information. • Confidential shall mean access to employee information follows federal and state law, including Health Insurance Portability and Accountability Act (HIPAA). 		
<u>Indicators of Compliance:</u>		
We will know we are compliant when:		
<ul style="list-style-type: none"> • No breach of confidential information will occur by the Department of Human Capital staff. • Any report of a breach of confidentiality by any ASC or District staff member will be thoroughly investigated and appropriate action taken. 		
<u>Evidence:</u>	<u>Compliant</u>	<u>Noncompliant</u>
<ul style="list-style-type: none"> • No breach of confidential information occurred by the Department of Human Capital staff. • No report of a breach of confidentiality by any ASC or District staff member was reported. 	X X	

<p>4.8 Develop compensation and benefit plans to attract and retain the highest quality employees by compensating employees consistent with the applicable marketplace, including but not limited to organizations of comparable size and type, and within available resources.</p>	<p>Noncompliant</p>
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Interpretation: We interpret the Board’s values to be:

- **A competitive compensation plan** shall mean District salaries and benefits are commensurate with or higher than equivalent positions when compared to similar school Districts.
- **Highest quality** shall mean a candidate who meets the criteria of the position and the expectations of the hiring committee, director, and/or Superintendent and, for those positions that require a credential, that the individual holds a valid credentials, passage of subject matter competency exam or equivalent, and completion of successful interview process, which will include a performance interview.

Indicators of Compliance:

We will know we are compliant when:

- No more than 5% of principals voluntarily leave the District, not including retirement.
- No more than 5% of staff, who complete the exit survey, voluntarily leave the District, not including retirement.
- The District is within 5% of the highest lane of the salary range when compared to the school districts of comparable size as well as regionally.
- The District is within the top 5% in the least amount of employee out of pocket benefit contributions, both single and family, as compared to companies/school districts regionally.

<u>Evidence:</u>	<u>Compliant</u>	<u>Noncompliant</u>
<ul style="list-style-type: none"> • 1.6% of principals voluntarily left the District because of salary. (5% of principals retired and 5% of principals were reassigned.) 	X	
<ul style="list-style-type: none"> • 2.6% of staff, who completed the exit survey, voluntarily left the District because of salary (4.4% of staff retired.) 	X	
<ul style="list-style-type: none"> • A review of market study data (see attached), revealed the following the categories of positions that were greater than 5% of the highest lane of the salary range when compared to the school districts of comparable size as well as regionally 		X
<ul style="list-style-type: none"> ○ Administrative: 9 out of 17 positions ranging from 7% to 28% 		X
<ul style="list-style-type: none"> ○ Administrative Assistant/Secretary/Clerical: 5 out of 8 positions ranging from 6% to 27% 		X
<ul style="list-style-type: none"> ○ Support Staff: 4 out of 5 positions ranging from 7% to 28% 		X
<ul style="list-style-type: none"> ○ Building Service Employees: 4 out of 6 positions 		X

<p>ranging from 11% to 18%</p> <ul style="list-style-type: none"> ○ Substitutes: 2 out of 4 positions ranging from 10% to 18% ○ Teachers: <ul style="list-style-type: none"> ● Beginning Teacher Salary: The District is 3.9% points higher than comparable school districts. ● Master's Degree Step 6 (most typical teacher salary): The District is 2.6% points higher than comparable school districts ● Master's Degree at the Highest Step/Lane: The District is 8% points lower than comparable school districts. <p>(Source: Wisconsin Association of School Personnel Administrators, December 6, 2013)</p> <ul style="list-style-type: none"> ● A review of market study data completed (see attached), reveals that the District is number 1 in the least amount of employee out of pocket benefit contributions, both single and family, as compared to 10 companies/school districts regionally. (Source: Hays Companies of Wisconsin, December 17, 2013) 	<p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p>
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<p>4.9 Consistent with the superintendent's own evaluation, evaluate all employee performance according to their contribution toward achieving the board's Results policies and their compliance with the board's Operational Expectations policies and in addition, measure and document both excellent performance and unsatisfactory performance.</p>	<p><i>Noncompliant</i></p>
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<p><u>Interpretation: We interpret the Board's values to be:</u></p> <ul style="list-style-type: none"> • <i>Consistent with the Superintendent's own evaluation</i> shall mean that the Superintendent's evaluation shall also be tied to the Results policies and Operational Expectations. • <i>Evaluate</i> shall mean assessing whether employee performance is meeting the District's expectations and standards for performance and then providing employee feedback, goal setting, and coaching. • <i>Achieving</i> shall mean that the employee performance contributes to accomplishing the Board's goals. • <i>Measure and document</i> shall mean using the evaluation tool that is aligned with the Results policies and germane to that specific employee. • <i>Excellent performance</i> shall mean a rating of that quality that is germane to that employee's evaluation tool. • <i>Unsatisfactory performance</i> shall mean a rating of that quality that is germane to that employee's evaluation tool.
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<p><u>Indicators of Compliance:</u></p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> • 100% of staff are evaluated by equally combining performance and student achievement data for an overall evaluation rating. • 100% of principals and assistant principals are evaluated by equally combining performance and student achievement data for an overall evaluation rating. • All licensed personnel responsible for providing the instructional program are evaluated every third year or yearly for non-tenured staff by combining performance and student achievement data. (For the 2014-15 school year, the District will be implementing the Teachscape Evaluation Tool as part of its implementation of Educator Effectiveness.)

<u>Evidence:</u>	<u>Compliant</u>	<u>Noncompliant</u>
<ul style="list-style-type: none"> • 0% of staff were evaluated by equally combining performance and student achievement data for an overall evaluation rating. • 0% of directing principals and assistant principals were evaluated by equally combining performance and student achievement data for an overall evaluation rating. • All licensed personnel responsible for providing the instructional program were not evaluated every third year, or yearly for non-tenured staff for their first three years, by combining performance and student achievement data. 		<p>X</p> <p>X</p> <p>X</p>

<p>4.10 Assure that the evaluation of all instructional and administrative personnel is designed to:</p> <ul style="list-style-type: none"> a. Improve and support instruction; b. Link teacher and administrator performance with multiple measures of student performance and operational efficiencies toward achieving Results policies. 	<p><i>Noncompliant</i></p>
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<p><u>Interpretation: We interpret the Board's values to be:</u></p> <ul style="list-style-type: none"> • <i>Instructional personnel</i> shall mean any licensed employee who serves in a capacity to teach students one-on-one or in a group. • <i>Administrative personnel</i> here shall mean principals and assistant principals. • <i>Multiple measures</i> shall mean the results of District and State assessments.

<p><u>Indicators of Compliance:</u></p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> • 100% of principal evaluations indicate success in meeting school improvement goals. • 100% of administrative staff attains the level of experienced or mastery, as evidence of the Interstate School Leaders Licensure Consortium (ISLLC) Standards using the Administrative Performance Management Program tool. • 100% of teaching staff score at least an average of 7 on a 9 point scale (above average), as evidence of the Inventory for Teacher Improvement. • 100% of teaching staff score an average of 3 or less on a 9 point scale (below average) are on a Performance Improvement Plan, as evidence of the Inventory for Teacher Improvement. • 100% of nontenured teaching staff, who are considered highly effective based on the Inventory for Teacher Improvement, are recommended for tenure.

<u>Evidence:</u>	<u>Compliant</u>	<u>Noncompliant</u>
<ul style="list-style-type: none"> • 90% of principal evaluations indicate success in meeting school improvement goals as evidence by records maintained in the Office of Human Capital. (The 10% who did not meet school improvement goals are on Performance Improvement Plans.) • 85% of administrative staff attained the level of experienced and/or mastery, as evidence of the Interstate School Leaders Licensure Consortium (ISLLC) Standards using the Administrative Performance Management Program tool. • 80% of teaching staff scored at least an average of 7 on a 9 point scale, as evidence of the Inventory for Teacher Improvement. The district average score is 7.99. (For the 2014-15 school year, the District will be implementing the Teachscape Evaluation Tool as part of its implementation of Educator Effectiveness.) • 100% of teaching staff scored an average of 3 or less on a 9 	<p>X</p>	<p>X</p> <p>X</p> <p>X</p>

<p>point scale (below average) are on a Performance Improvement Plan, as evidence of the Inventory for Teacher Improvement. (For the 2014-15 school year, the District will be implementing the Teachscape Evaluation Tool as part of its implementation of Educator Effectiveness.)</p> <ul style="list-style-type: none"> • 100% of nontenured teaching staff, who are considered highly effective based on the Inventory for Teacher Improvement, were recommended for tenure as evidence by records maintained in the Office of Human Capital. 	<p>X</p>	
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<p>4.12 Maintain an organizational culture that:</p> <ul style="list-style-type: none"> a. Values individual differences of opinion; b. Reasonably includes people in decisions that affect them; c. Provides open and honest communication in all written and interpersonal interaction; d. Focuses on common achievement of the board’s Results policies; e. Maintains an open, responsive and welcoming environment; f. Positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy. 	<p>Noncompliant</p>
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Interpretation: We interpret the Board’s values to be:

- **Organization culture** shall mean a climate in which staff members celebrate diversity among students, parents, staff, and community, expecting everyone to be equally respected and accepted.
- **Reasonably includes people in decisions** shall mean a climate of collaboration amongst all stakeholders.
- **Common achievement** shall mean student proficient attainment and preparation in each of the goals as outlined in Results R1-R5.
- **Open, responsive, and welcoming environment** shall mean a climate that makes high quality internal and external customer service a priority.
- **Responsibly perform their jobs** shall mean fulfill their obligations and responsibilities outlined in the job description and meet the expectations of their supervising administrator.
- **Environment of support and courtesy** shall mean a respectful workplace free of hostility and void of harassment directed at a person’s race, color, national origin, religion, sex, age or disability.

Indicators of Compliance:

We will know we are compliant when:

- 80% of the staff will either agree or strongly agree with the questions in the District Quality of Life Climate Survey.

<u>Evidence:</u>	<u>Compliant</u>	<u>Noncompliant</u>
<ul style="list-style-type: none"> • In the District Quality of Life Climate Survey, only question #15 matches letter “b” in the values stated in this Operational Expectation. This tool does not align to these values and we have no source data. Moving forward we will develop a survey that measures the values contained in this Operational Expectation. 		<p>X</p>

Question #	% Agree/Strongly Agree	Question #	% Agree/Strongly Agree	Question #	% Agree/Strongly Agree
4	74.77%	16	82.88%	28	69.34%
5	78.17%	17	98.92%	29	98.16%
6	79.16%	18	86.64%	30	79.43%
7	80.27%	19	55.21%	31	92.34%
8	66.93%	20	84.85%	32	81.15%
9	66.93%	21	70.21%	33	64.13%
10	44.18%	22	60.87%	34	82.60%
11	79.62%	23	71.53%	35	65.08%
12	87.41%	24	95.47%	36	75.52%
13	67.79%	25	84.89%	37	75.75%
14	36.02%	26	72.83%		
15	68.55%	27	87.93%		

4.13 The Superintendent may not make changes to the Employee Handbook or addenda.	<i>Compliant</i>
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Interpretation: We interpret the Board's values to be:

- ***Make changes*** shall mean the Board of Education is the only governing body that can make changes to the Employee Handbook.
- ***Employee Handbook or addenda*** shall mean a document that is to inform District employees about the rules, procedures, environment, and benefits applicable to employees of the District.

Indicators of Compliance:

We will know we are compliant when:

- The Superintendent will not make changes to the Employee Handbook or addenda.

<u>Evidence:</u>	<u>Compliant</u>	<u>Noncompliant</u>
<ul style="list-style-type: none"> • The Superintendent did not make changes to the Employee Handbook or addenda, as evidence of the work done by the Handbook Committee. 	X	

4.14 The Superintendent may not make changes to employee economic benefits.	Compliant
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Interpretation: We interpret the Board's values to be:

- **Make changes** shall mean the Board of Education is the only governing body that can make changes to the employee economic benefits.
- **Employee economic benefits** shall mean a non-wage compensation provided to the employee in addition to their normal wage or salary, i.e. health and dental insurance, short-term and long-term disability insurance, compensated absences (vacations, holidays, sick leave), and retirement/pensions.

Indicators of Compliance:

We will know we are compliant when:

- The Superintendent will not make changes to employee economic benefits.

<u>Evidence:</u>	<u>Compliant</u>	<u>Noncompliant</u>
<ul style="list-style-type: none"> • The Superintendent did not make changes to employee economic benefits, as evidence of the work done by the Board of Adjustments. 	X	

Capacity Building:

- 4.3** Recruit and select the most highly qualified and best-suited candidates with a goal to reflect the diversity of the community. This includes temporary, contractual and permanent positions.

Work will continue to actively recruit, work with universities through partnerships that lead to certification, and advertise nationally for hard to fill positions especially in the areas of Bilingual and Special Education so as to have 100% of all Title 1 schools with highly qualified staff. This process will continue to be used for the 2014-15 school year.

Work will continue to actively recruit, work with universities through partnerships that lead to certification, and advertise nationally for candidates of color so the diversity of our staff is reflective of our student population. This process will continue to be used for the 2014-15 school year.

- 4.8** Develop compensation and benefit plans to attract and retain the highest quality employees by compensating employees consistent with the applicable marketplace, including but not limited to organizations of comparable size and type, and within available resources.

Work is currently underway with Fox-Lawson to do an in-depth analysis of job descriptions and salary comparables for administrative staff to insure the District remains competitive in the applicable marketplace. The process will be finalized for use beginning 2015-16.

Work is currently underway with the different associations to bargain base wages and develop a benefit package that is comparable in the applicable marketplace. The process will be finalized for use beginning 2014-15 school year.

- 4.9** Consistent with the superintendent's own evaluation, evaluate all employee performance according to their contribution toward achieving the board's Results policies and their compliance with the board's Operational Expectations policies and in addition, measure and document both excellent performance and unsatisfactory performance.

The District is implementing Teachscape for the 2014-15 school year for teachers as part of the statewide implementation of Educator Effectiveness.

Work is currently underway in developing an evaluation system for administrative staff. The process will be finalized for use beginning 2014-15. For the 2015-16 year, an evaluation system will be implemented statewide for administrators as part of Educator Effectiveness.

A review will be conducted during 2014-15 of evaluation tools of all other employee groups to ascertain alignment with this Operational Expectation.

- 4.10** Assure that the evaluation of all instructional and administrative personnel is designed to:
- a. Improve and support instruction;
 - b. Link teacher and administrator performance with multiple measures of student performance and operational efficiencies toward achieving Results policies.

The District is implementing Teachscape for the 2014-15 school year for teachers as part of the statewide implementation of Educator Effectiveness.

Work is currently underway in developing an evaluation system for administrative staff. The process will be finalized for use beginning 2014-15. For the 2015-16 year, an evaluation system will be implemented statewide for administrators as part of Educator Effectiveness.

- 4.12** Maintain an organizational culture that:
- a. Values individual differences of opinion;
 - b. Reasonably includes people in decisions that affect them;
 - c. Provides open and honest communication in all written and interpersonal interaction;
 - d. Focuses on common achievement of the board's **Results** policies;
 - e. Maintains an open, responsive and welcoming environment;
 - f. Positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy.

The District will be sending out the Quality of Life Climate Survey to all staff in June 2014. Moving forward we will develop a survey that measures the values contained in this Operational Expectation. The process will be finalized for use with the 2014-15 school year.



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

**OE-5 (FINANCIAL PLANNING)
SUMMARY OF COMPLIANCE STATUS**

Date: September 22, 2014

SUPERINTENDENT CERTIFICATION

With respect to Operational Expectation 5 (Financial Planning), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:

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

All Operational Expectations were met with the exception of OE 5.1.2. The district is preparing for the Board clear and comprehensive budget documents. The district is also using sound and accurate financial planning practices and fiscal procedures to maintain reliable budget forecasts and takes care to preserve the financial stability of the organization into the future. The district financial planning and expenditure of the budget assures sufficient reserves and funds and accounts for anticipated increases for employee costs, enrollment adjustments and other forecasting considerations. The district has demonstrated sound fiscal monitoring and management of the public's money toward providing a quality education for the children of its citizens.

OE 5.1.2: The Board expects that budget expenditures are specifically linked to the Board's Operational Expectations and Results Priorities. Beginning with the 2015-16 budget, all expenditures will include a notation to identify the specific **Results** and **Operational Expectations** budget expenditures support.

Administration recommends that the Annual Work Plan be adjusted to schedule OE-5 Monitoring Report for February beginning in 2015.


Signed:  Date: September 22, 2014
Superintendent

Board OF EDUCATION ACTION

With respect to Operational Expectation 5 (Financial Planning), Ms. Handrow moved, Pastor Hargrove seconded, to accept the OE-5 (Financial Planning) Monitoring Report. All were in favor.

	Accepts the report as fully compliant
X	Accepts the report as compliant with noted exceptions
	Finds the report to be non-compliant

Commendations and/or recommendations, if any:

Signed:  Date: 10-13-14
Board President



Racine Unified School District
Operational Expectations Monitoring Report
DATE: September 22, 2014

OE-5 (FINANCIAL PLANNING)

The superintendent shall develop and maintain a multi-year financial plan that is related directly to the Board's **Results** priorities and **Operational Expectations** goals, and that avoids long-term fiscal jeopardy to the district.

Interpretation:

We interpret *Multi-year financial plan* to be that Board expects administration to anticipate events or conditions for five years into the future that impact district operations as reflected in the budget, the five year financial forecast, district financial procedures, and the implementation of the district's educational programs and operations.

We interpret *related directly* to mean that the Board expects the financial plan to identify the funds of the district to support specific Results Priorities and Operational Expectational goals.

We interpret *Long-term fiscal jeopardy* to be the inability of the district to meet planned or anticipated expenditures for at least three years as reflected by negative fund balances, a credit worthiness that is determined to be less than very strong as shown by debt costs/bond ratings, or the inability of the district to meet financial obligations through adequate cash balances.

5.1 Is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year;	Compliant with Exception
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Interpretation:

Summary format understandable to the Board is interpreted to mean the budget will be presented to the Board in clearly defined sections and reported in a condensed format for clarity. The budget will include clear explanations for important aspects of the budget in its entirety and for the provided sections. The budget presentation will outline key initiatives and expenditures related to certain Operational Expectations and Results priorities, including how budget allocations achieve the Board’s educational and operational mission of the district.

Indicators of Compliance:	Compliant	Non-Compliant
1) The 2013-14 budget is summarized by fund and contains notes of explanation.	X	
2) The 2013-14 budget outlines initiatives and expenditures related to certain Operational Expectations and the Board’s Results Priorities.		X
Evidence of Compliance:		
1) 2013-14 Interim Budget documents provided to the Board on June 13th, 2013 and 2013-14 Original Budget documents provided to the Board on October 25th, 2013 were summarized by by fund. Explanations of assumptions used to develop the budget and notes outlining important aspects of the budgets were included in provided sections of the budget.		
2) The October 30, 2013, agenda for the Board’s approval of the budget referenced the Operational Expectation related to financial planning. The budget document and presentation outlined key initiatives and how the budget allocations addressed educational and operational needs of the district. The 2013-14 Budget documents and presentations did <u>not</u> reference how key budget allocations related to Operational Expectations or Results priorities.		

Capacity building: The budget documents beginning with the 2015 budget, will contain references to specific **Results** and **Operational Expectations**.

5.2 Credibly describes revenues and expenditures.	<i>Compliant</i>
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Interpretation:

Credibly describes revenues and expenditures is interpreted to mean the Board expects that budget documents report monies received and expended in the district in an accurate and verifiable manner.

Indicators of Compliance:	Compliant	Non-Compliant
1) 2013-14 Budget summarizes revenues by source and expenditures by function for each budget section.	X	
2) The budget reporting structure conforms with reporting requirements outlined by the Wisconsin Department of Public Instruction.	X	
Evidence of Compliance:		
1) 2013-14 Interim Budget documents provided to the Board on June 13th, 2013, and 2013-14 Original Budget documents provided to the Board on October 25th, 2013, summarized revenues and expenditures for the total budget and all reported funds.		
2) The 2013-14 budget documents included tables utilizing the budget reporting structure outlined by the Wisconsin Department of Public Instruction and used for the required newspaper publication for the annual budget hearing (page 46 - FY14 Original Budget document). Required 2013-14 Budget reports were also filed with the state.		

5.3 Shows the amount spent in each budget category for the most recently completed fiscal year, the amount budgeted for each category for the current fiscal year and the amount budgeted for the next fiscal year.	Compliant
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Interpretation:

Budget Category is interpreted to mean the Board expects that planned expenditures for each fund are reported by functional area and object as outlined by the Wisconsin Uniform Financial Accounting Requirements by major funds (General Fund 10 and Special Education Fund 27).

Fiscal years are interpreted as follows:

- *Most recently completed fiscal year* is interpreted to mean the period of time from July 1, 2012, until June 30, 2013;
- *Current fiscal year* is interpreted to mean the period of time from July 1, 2013, until June 30, 2014; and
- *Next fiscal year* is interpreted to mean the period of time from July 1, 2014, until June 30, 2015.

Indicators of Compliance:	Compliant	Non-Compliant
1) 2013-14 Budget summarizes expenditures by function for each fund and by object for major funds.	X	
2) The budget reporting structure conforms to the Wisconsin Uniform Financial Accounting Requirements (WUFAR).	X	
Evidence of Compliance:		
1) 2013-14 Interim Budget documents provided to the Board on June 13th, 2013 and 2013-14 Original Budget documents provided to the Board on October 25th, 2013 summarized expenditures for the total budget and all reported funds by functional area. More detailed amounts for revenues and expenditures are reported for the general fund (pages 20-24 - FY14 Original Budget document) and special education fund (pages 28-30 - FY14 Original Budget document).		
2) The 2013-14 budget documents (pages 20-24, 28-30, & 46 - FY14 Original Budget document) included tables utilizing the budget reporting structure outlined by the Wisconsin Department of Public Instruction. Required 2013-14 Budget reports were also filed with the state utilizing WUFAR.		

5.4 Discloses budget-planning assumptions.	<i>Compliant</i>
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Interpretation:

Budget planning assumptions are interpreted to mean factors considered and assumed when developing and compiling the budget.

Indicators of Compliance:	Compliant	Non-Compliant
<p>1) 2013-14 Budget documents include a list of budget assumptions and major budget variances over the prior year.</p> <p>The assumptions will include impacts from student enrollment, state and federal law and policies including the state revenue limit, changes to state and federal funding, district property valuations, and other legislative actions.</p>	X	
Evidence of Compliance:		
<p>1) 2013-14 Interim Budget documents provided to the Board on June 13th, 2013 and 2013-14 Original Budget documents provided to the Board on October 25th, 2013 contain the following:</p> <ul style="list-style-type: none"> - a list of budget assumptions used to prepare the budget (page 2 - FY14 Original Budget document); - assumptions for the state revenue limit (page 48 - FY14 Original Budget document), state general aid (page 49 - FY14 Original Budget document), and changes to state and federal funding (page 2 - FY14 Original Budget document); - student enrollment estimates (page 4 - FY14 Original Budget document); - projected district equalized property valuation changes and the resulting tax levy impact (page 2 & 6 - FY14 Original Budget document); - budget impacts from state or federal policies (page 2 & 9 - FY14 Original Budget document); - CPI figures and other estimates used to determine employee compensation costs (page 2 - FY14 Original Budget document). 		

5.5 Assures fiscal soundness in future years.	<i>Compliant</i>
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Interpretation:

Fiscal soundness is interpreted to mean the ability of the district to meet planned or anticipated expenditures as reflected by:

- 1) Positive fund balances;
- 2) High credit worthiness as shown by very strong bond ratings; and
- 3) The ability of the district to meet financial obligations through adequate cash balances.

Future years is interpreted to mean a three to five year period.

Indicators of Compliance:	Compliant	Non-Compliant
1) A five-year financial forecast is presented to the Board.	X	
2) A budget is submitted to the Board that maintains sufficient fund balances to meet financial obligations.	X	
3) The district's long term bond rating is Aa3 or higher and the district's short term bond rating is MIG 1.	X	
4) The district's minimized the use of short term borrowing for cash flow purposes.	X	
Evidence of Compliance:		
1) A five year financial forecast using the Baird Budget Forecast Model was completed and presented to the Board on April 7, 2014.		
2) The 2013-14 budget documents include tables summarizing balances in each fund (page 10 - FY14 Original Budget document).		
3) A July 16, 2014, bond rating by Moody's Investors Service maintained the district's bond rating as Aa3 which is considered very strong credit worthiness. The same analysis by Moody's gave RUSD a MIG 1 rating for short term debt.		
4) Cash flow of the district was maintained without any short term cash flow borrowing.		

5.6 Reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increases and benefits.	Compliant
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Interpretation:

Reflects anticipated changes is interpreted to mean the personnel budget includes specific changes in employee compensation and benefit costs for all employees.

Step increases, performance increases means pay provided as supplemental compensation.

Benefits are interpreted to mean eligible employee costs that include WRS State retirement contributions, FICA, Health and Dental coverage, life insurance, long-term disability coverage, and workers compensation insurance costs.

Indicators of Compliance:	Compliant	Non-Compliant
1) 2013-14 Budget reflects anticipated personnel costs for pay and benefits that are consistent with labor agreements, employee handbook provisions, and pay rates set by the Office of Human Capital.	X	
Evidence of Compliance:		
1) 2013-14 Interim Budget documents provided to the Board on June 13th, 2013 and 2013-14 and the original Budget documents provided to the Board on October 25th, 2013 summarized assumptions related to budgeting for employee compensation costs and included benefit cost changes. BOE approved inflationary and salary schedule adjustments and health cost estimates (page 2 - FY14 Original Budget document). Health, OPEB, and dental benefit costs are based on figures provided by District insurance consultants.		

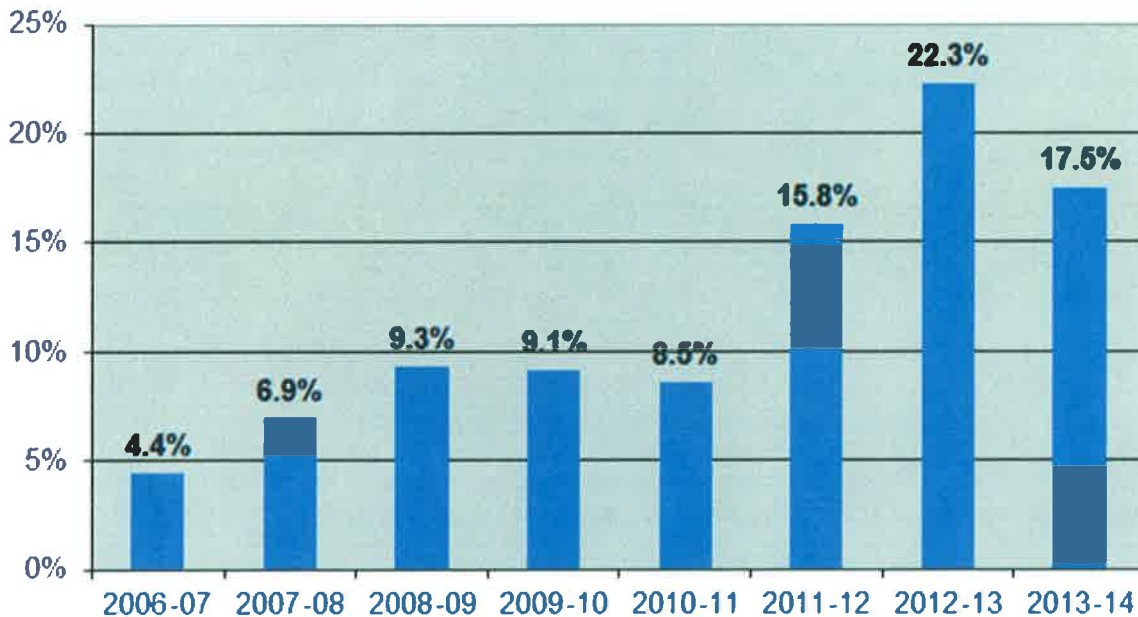
5.7 Maintains the General Fund (Fund 10) fund balance in a range of 15% to 20% of the annual General Fund (Fund 10) and Special Education Fund (Fund 27) budgeted expenditures.	Compliant
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Interpretation:

Fund balance is interpreted to mean the amount of money remaining in the general fund at the end of the fiscal year.

Indicators of Compliance:	Compliant	Non-Compliant
1) Year-end 2013-14 financial statements reflect calculations of ending fund balances and maintaining an amount in a range of 15% to 20% of annual General Fund expenditures and the General Fund transfer to the Special Education Fund. Any variance from the expectation requires approval from the BOE.	X	
Evidence of Compliance:		
1) Year-end 2013-14 financial statements reflect calculated ending fund balances to be an estimated 17.5% of annual General Fund expenditures and the General Fund transfer to the Special Education Fund.		

**RUSD General Fund Balance
FY07 through FY14**



***Note: FY2013-14 is the unaudited estimated ending fund balance.**

5.8 Reports the planned impact on staffing patterns due to budgetary decisions.	<i>Compliant</i>
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Interpretation:

Planned impact is interpreted to mean factors considered and assumed when developing and compiling the personnel budget.

Staffing patterns is interpreted to mean differences in Full-Time-Equivalency (FTE) positions held by employees by employee group compared to prior years.

Indicators of Compliance:	Compliant	Non-Compliant
1) 2013-14 Budget document summarizes staffing patterns by employee groups for the current and prior fiscal years. Explanations are included to report on the factors that may have caused changes to staffing patterns.	X	
Evidence of Compliance:		
1) 2013-14 Interim Budget documents provided to the Board on June 13th, 2013 and 2013-14 Original Budget documents provided to the Board on October 25th, 2013 included a table outlining the differences in FTE by employee group for the current fiscal year and prior fiscal year. Notations are provided that explain FTE changes (pages 11 & 12 - FY14 Original Budget document).		

Capacity Building Work to improve OE-5:

OE 5.1.2: The Board expects that budget expenditures are specifically linked to the Board's Operational Expectations and Results Priorities. This has not occurred.

-Beginning with the 2015-16 budget, all expenditures will include a notation to identify the specific **Results** and **Operational Expectations** budget expenditures support.



Racine Unified School District
Operational Expectations Monitoring Report

OE-6 (FINANCIAL ADMINISTRATION-EXTERNAL)
SUMMARY OF COMPLIANCE STATUS

Date: December 15, 2014


SUPERINTENDENT CERTIFICATION

With respect to Operational Expectation 6 (Financial Administration-External), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:

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

Executive Summary:

The External Audit for the 2014-15 fiscal year was performed By Schenck CPAs and the audit opinion was unqualified with no internal control findings. The Management Letter also had no findings or corrective action suggestions.

Signed: 
Superintendent

Date: December 3, 2014

BOARD OF EDUCATION ACTION

With respect to Operational Expectation 6 (Financial Administration-External), the Board:

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

Summary statement/motion of the Board Ms. Handrow moved, Mr. Eperjesy seconded, to approve the OE-6 (Financial Administration-External) Monitoring Report as being compliant. All were in favor.

Signed: 
Board President

Date: December 15, 2014



**Racine Unified School District
Operational Expectations Monitoring Report
DATE: December 15, 2014**

OE-6 (FINANCIAL ADMINISTRATION-EXTERNAL)

The superintendent shall not cause or allow any financial activity or condition that materially deviates from the budget adopted by the Board; cause or allow any fiscal condition that is inconsistent with achieving the Board's *Results* or meeting any *Operational Expectations* goals; or place the long-term financial health of the District in jeopardy.

6.1 The superintendent will:

Coordinate and cooperate with the Board's appointed financial auditor for an annual audit of all District funds and accounts.

Compliant

Interpretation: The Board of Education expects the superintendent to provide the auditor's with all requested information, access to District's financial systems and support as the auditors perform the annual financial audit.

Indicator: Audit report indicates District cooperation.

Compliant

Evidence: See pages 3 of the Auditor's Management Communication. *See Appendix A*

6.2 The superintendent will: Keep complete and accurate financial records by funds and accounts in accordance with generally recognized principles of governmental accounting.	<i>Compliant</i>
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Interpretation: The Board of Education expects the superintendent to keep all financial records compliant with Generally Accepted Accounting Principles and WUFAR.

Indicator: The Auditor's opinion indicates compliance with accounting principles.	<i>Compliant</i>
Evidence: See pages 1 through 3 of the audit report.	

6.3 The superintendent will: Publish a financial condition statement annually.	<i>Compliant</i>
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Interpretation: The Board of Education expects the superintendent to publish the official audited financial report prepared each fiscal year and make it available on the District website.

Indicator 1: Annual audit report is presented to the Board for acceptance and submitted to DPI by December 1 st of each year.	<i>Compliant</i>
Evidence: The audit report was accepted by the Board on November 17, 2014.	
Indicator 2: Audit report is published on the District's web site by December 1 of each year.	<i>Compliant</i>
Evidence: The audit report was published on November 18, 2014.	

6.4 The superintendent will: Include in the monitoring report the action plan and timeline of the auditor recommendations in the annual report.	<i>Compliant</i>
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Interpretation: The Board of Education expects the superintendent to act on Auditor recommendation to bring the findings into compliance.

Indicator 1: No auditor recommendations for FY 2013-14	Compliant
Evidence: Management Letter – Appendix B	

<p>6.5 The superintendent may not: Expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances, the authorized transfer of funds from reserve funds, and tax anticipation notes.</p>	<p><i>Compliant</i></p>
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Interpretation: The Board of Education expects the superintendent to disallow deficit spending in the General Fund (Fund 10, the District's operating fund).

- Deficit spending: Expenditures exceeding revenue sources. Revenue sources can include Board authorized use of fund balance and Board authorized debt.

<p>Indicator: Fund 10 Operating expense at June 30, was over that of revenues by approximately 2.32%. Funds were approved and made available by legal means in which the use fund balances were authorized by the BOE from reserve funds and tax anticipation notes on May 19, 2014</p>	<p><i>Compliant</i></p>
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<p>Evidence: The Fund 10 operating revenue balance on June 30, 2014 was \$250,848,514. Fund 10 operating expense was \$256,806,978. A difference of \$5,958,464. <i>See page 16 of audit report. Consent agenda dated June 2014.</i></p>

6.6 The superintendent may not: Expend monies from reserve funds.	<i>Compliant</i>
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Interpretation: The Board of Education expects the superintendent to disallow spending fund balances without Board approval. This approval may be through a specific Board action or by the Board approving the annual budget that includes use of reserves.

Indicator 1: Fund 10 fund balance at 6/30/2014 is less than the previous 6/30 fund balance with BOE authorized fund balance use.	<i>Compliant</i>
<p>Evidence: The Fund 10 balance on June 30, 2014, is \$41,320,927. The fund balance at June 30, 2013 was \$46,797,495. The difference in fund balance between the two years is \$5,476,568. The BOE approved the use of \$5,476,568 in reserves on June 16, 2014. <i>See page 16 of audit report.</i></p> <ul style="list-style-type: none"> • 6/30/14 Fund 10 balance equals \$41,320,927 • 6/30/13 Fund 10 balance equals \$46,797,495 	
Indicator 2: Capital Projects Fund on 6/30/14 is less than the previous 6/30 fund balance with BOE authorized fund balance use.	<i>Compliant</i>
<p>Evidence 1: The Capital Projects fund balance on June 30, 2014 is \$538,308. The fund balance at June 30, 2013 was \$19,579,396. The difference in fund balance between the two years is \$19,041,088. The BOE approved the use \$19,041,088 in reserves on June 16, 2014. <i>See page 16 of the audit report</i></p> <ul style="list-style-type: none"> • 6/30/14 Capital fund balance equals \$ 538,308 • 6/30/12 Capital fund balance equals \$19,579,396 	
<p>Evidence 2: The Other Government fund balance on June 30, 2014 is \$1,262,004. The fund balance at June 30, 2013 was \$15,259,297. The difference in fund balance between the two years is \$13,997,293. The BOE approved the use of \$13,997,293 in reserves on June 16, 2014. <i>See page 16 of the audit report.</i></p> <ul style="list-style-type: none"> • 6/30/14 Other Government fund balance equals \$ 1,262,004 • 6/30/13 Other Government fund balance equals \$15,259,297 	
<p>Evidence 3: The Food Service fund balance on June 30, 2014 is \$600,745 greater than on June 30, 2013. <i>See pages 18-19 of the audit report</i></p> <ul style="list-style-type: none"> • 6/30/14 Food Service fund balance equals \$3,332,908 • 6/30/13 Food Service fund balance equals \$2,732,163 	
<p>Evidence 4: The Fiduciary fund balance on June 30, 2014 is \$340,539 greater than on June 30, 2013. <i>See pages 21-22 of the audit report</i></p> <ul style="list-style-type: none"> • 6/30/14 Fiduciary fund balance equals \$7,600,973 • 6/30/13 Fiduciary fund balance equals \$7,260,434 	

6.7 The superintendent may not: Permanently transfer money from one fund to another.	<i>Compliant</i>
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Interpretation: The Board of Education expects the superintendent to seek Board approval prior to implementing a permanent transfer between funds, except Fund 27 as required by state statute.

- Permanent: A transfer that is not held as a liability by the receiving fund or there is no ability or intent to repay.

Indicator: Audit report shows no transfers except as required for fund 27.	<i>Compliant</i>
Evidence: The Fund 10 to Fund 27 required transfer was \$33,425,651. <i>See page 48 of audit report</i>	

6.8 The superintendent may not: Allow any required reports to be overdue or inaccurately filed.	<i>Compliant</i>
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Interpretation: The Board of Education expects the superintendent to file all reports with DPI in a correct manner and within required due dates including authorized extensions.

Indicator: 100% of DPI Status and Due Dates report show compliance.	Compliant
Evidence: <i>See Appendix C</i>	

6.9 The superintendent may not: Receive, process or disburse funds under controls that are insufficient under generally accepted accounting procedures or statute.	<i>Compliant</i>
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Interpretation: The Board of Education expects the superintendent to ensure that controls are in place to assure compliance to accounting rules and that when audited, the controls have no material weaknesses.

- Material weakness: Generally accepted Auditing Standards (see the audit report definitions).

Indicator 1: The audit report indicates an “Unqualified opinion”.	<i>Compliant</i>
Evidence: <i>See page 2 of the Auditors opinion letter in the audit report</i>	
Indicator 2: Management report has no material weaknesses. Deficiencies have a management response.	<i>Compliant</i>
Evidence: <i>See Appendix B</i>	

6.10 The superintendent may not: Commit to expenditures from an account without adequate appropriation and/or budget transfer to accommodate the expenditure.	<i>Compliant</i>
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Interpretation: The Board of Education expects the superintendent to stay within the approved budget and bring significant budget adjustments to the Board for approval and publication per DPI requirements

- Significant budget changes: Function account changes of \$500,000 or more.

Indicator 1: Budget Adjustments of approximately \$7.3 million were brought to the Board for approval.	Compliant
Evidence: Budget Adjustments 2013-14 May 19, 2014	



Racine Unified School District
Operational Expectations Monitoring Report

OE-6 (FINANCIAL ADMINISTRATION)
Internal OE 6.11 to OE 6.21
SUMMARY OF COMPLIANCE STATUS

Date: September 22, 2014

SUPERINTENDENT CERTIFICATION

With respect to Operational Expectation 6 (Financial Administration), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:

XX In Compliance
OE - 6 (Internal) is in Compliance, with Exceptions (as noted in the evidence)
Not in Compliance

Signed: [Signature] Date: September 22, 2014
Superintendent

SUMMARY

All sections are in compliance except:

- 1) OE 6.12: Vendor review was not documented in this budget year.
2) OE-6.13: Due to fire and asbestos urgency, two contracts over \$100,000 did not go out for RFP.
3) OE 6.15: Unpaid fines and fees receivable write-off exceeded the 10% or less target.
4) OE 6.17: Data on local vendor purchase was not monitored.
5) OE 6.19 and 6.21: The Board modified these policy expectations later in the reporting year. Data could not be collected on these new requests. For the next monitoring year, we will have data and evidence to share with the Board.

Note: The administration requests the Board to consider clarifying for specificity of their policy for OE-6.17 and OE-6.21.

BOARD OF EDUCATION ACTION

With respect to Operational Expectation 6 (Financial Administration), Mr. Nielsen moved, Pastor Hargrove seconded, to accept the OE-6 (Financial Administration) Monitoring Report as presented. All were in favor.

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

Summary statement/motion of the Board:

Signed: [Signature] Date: 10-13-14
Board President



Racine Unified School District
Operational Expectations Monitoring Report
September 22, 2014

OE-6 (FINANCIAL ADMINISTRATION)

The superintendent shall not cause or allow any financial activity or condition that materially deviates from the budget adopted by the board; cause or allow any fiscal condition that is inconsistent with achieving the board's **Results** or meeting any **Operational Expectations** goals; or place the long-term financial health of the district in jeopardy.

Interpretation:

The Board expects to be informed about and formally approve any significant changes to the budget that substantially affect the programs of the district, result in major changes to planned expenditures, or significantly impact the financial condition of the district. The Board also expects that the budget be used for priorities and purposes that accomplish the district achieving our Results Policies and/or Operational Expectations Policies. Finally, the Board expects that expenditures are carefully planned and monitored to preserving the overall long-term financial security of the district.

The Superintendent interprets *financial activity* to be any sanctioned action conducted on behalf of the District by a District employee that causes a monetary impact.

Condition is interpreted to mean an action or event that causes a financial impact.

The Superintendent interprets *materially deviates* to be financial activity that causes the District to:

- expend 2% more in a budget category than what was approved by the Board of Education or as amended by the Board of Education through budget adjustments; and
- a negative variance of more than \$750,000 from planned or approved fund balances.

The Superintendent interprets *fiscal condition* to be the availability of funds needed to meet financial obligations.

The Superintendent interprets *long-term fiscal health* to be the ability of the district to meet planned or anticipated expenditures for the current fiscal year and maintaining adequate balances for the district to meet financial obligations for the next 3 - 5 fiscal years.

INTERNAL

The superintendent will: 6.11 Assure that payroll and legitimate debts of the district are promptly paid when due.	<i>Compliant</i>
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Interpretation: The Board expects the District to pay all District debts accurately and on time

Legitimate means payments are based on verified invoices and verified payroll hours/contracts

Indicators of Compliance:	Compliant	Non-Compliant
1) All payrolls will be run with at least 99.5% accuracy.	X	
2) No vendor action is taken against the District for late payments.	X	
Evidence of Compliance:		
1) A total of 79,641 payroll checks and direct deposits were run with 99.93% accuracy. See Exhibit D.		
2) No vendor collection action was taken against the District. (Note: The standard payment terms for the District are 60 days.)		

INTERNAL

The superintendent will: 6.12 Assure that all purchases are based upon comparative prices of items of similar value, including consideration of both cost and long-term quality.	<i>Non-Compliant</i>
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Interpretation: The Board expects that the District will maintain an approved vendor list and use competitive bids, RFQs, RFIs, IFBs or Coop (piggyback contracts) processes to select vendors based on quality, function and price

Indicators of Compliance:	Compliant	Non-Compliant
1) 100% of all purchases over \$10,000 use RRP, RFI, RFQ, bids and quotes for purchasing decisions.	X	
2) The District's vendor list is reviewed annually to ensure that it is current and up to date.		X
Evidence of Compliance:		
1) 100% of POs over \$10,000 used RFPs, RFIs, RFQs, Coop, or Textbook adoption process. See Exhibit A		
2) During the 13/14 year, Purchasing added 59 vendors of 81 new vendor requests received. Records were not kept on vendors dropped this year		

Capacity Building: A vendor review rubric will be created and used to vet new and existing vendors. The rubric will provide data to report compliance for annual vendor review.

INTERNAL

<p>The superintendent will:</p> <p>6.13 Use a competitive bidding procedure for the purchase of all supplies, materials and equipment, and any contracted services except professional services, in the amount of \$10,000 or more, including sealed bids over \$100,000. Contracts and purchases made through official State contracts, joint purchase agreements with other governmental entities or consortia, and those awarded to sole source providers based on Request for Proposal (RFP) or Request for Information (RFI), are excluded from provisions of this section.</p>	<p><i>Non-Compliant</i></p>
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Interpretation: The Board expects that competitive bids will be used for purchases over \$10,000. (Sealed bids for over \$100,000) Exceptions are allowed when an RFP, RFI or coop contract is used.

Indicators of Compliance:	Compliant	Non-Compliant
<p>1) Board approves 100% of purchases over \$100,000, and 100% are subject to bid, RFP, Quotes, State contracts or Coop/piggyback agreements and sole source purchases.</p>		<p>X</p>
<p>2) 100% of purchases over \$10,000 and under \$100,000 are subject to bid, RFP, Quotes, State contracts or Coop/piggyback agreements and sole source purchases.</p>	<p>X</p>	
Evidence of Compliance:		
<p>1) In 2013-14 there were 33 purchase orders that exceeded \$100,000. Of those, 100% were approved by the Board of Education. 27 were approved by BOE action and 6 items were in the annual budget and approved as part of the Board budget approval process. See Exhibit A</p> <p>Note: The RFP process was not used for the Mitchell fire contract or the O. Brown asbestos abatement project due to the emergency/urgency of these situations. The purchase of floor scrubbers used the coop/piggyback process rather than going out for RFP. High school auditorium sound systems RFP process was waived by the Board on 4/28/14.</p>		
<p>2) In 13/14 284 purchases occurred that were valued between \$10,000 and \$100,000. 100% were issued with RFP, RFQ, Coop, Blanket POs or Text Book Adoption process. See Exhibit A.</p>		

INTERNAL

<p>The superintendent will:</p> <p>6.14 Use a competitive bidding procedure for professional services in the amount of \$50,000 or more except for replacement positions within the Teaching and Learning Division and those positions filled by temporary personnel services. Contracts and purchases made through official State contracts, joint purchase agreements with other governmental entities or consortia, and those awarded to sole source providers based on Request for Proposal (RFP) or Request for Information (RFI), are excluded from provisions of this section..</p>	<p><i>Compliant</i></p>
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Interpretation: The Board expects that purchases for professional services over \$50,000 will be made using competitive bids, exception allowed for T&L temporary positions and when an RFP, RFI or Coop contract is used.

Indicators of Compliance:	Compliant	Non-Compliant
1) Personal service agreements over \$50,000 for non-Teaching and Learning will have an RFI, RFP, or State contract.	X	
Evidence of Compliance:		
2) Five 1099's over \$50,000 were issued for the 2013 calendar year. All received proper Board approvals. These were 1) Aspen group-BOE approved, 2) Bright Horizon's offsite 4K program, 3) Elizabeth Burgess-BOE approved, 4) Racine Community Action, a Lighted School House program component, and 5) Sunbelt Staffing- to temporarily fill speech pathologist needs. See Exhibit B		

INTERNAL

The superintendent will:	<i>Not Compliant</i>
6.15 Make all reasonable efforts to collect any funds due the district from any source.	

Interpretation: The Board expects that the District monitor accounts receivable for timely and successful collection.

Reasonable efforts is interpreted to mean internal collection procedures and the use of contracted services for funds due that are determined to be non collectable and suitable for collection.

Source is interpreted to mean funds from the federal and state government, employees, customers, vendors, organizations, and any other individual or party.

Indicators of Compliance:	Compliant	Non-Compliant
1) All State aid, local property taxes and Federal aid due to the district is collected.	X	
2) Student fines & fees and other receivables write-off for nonpayment is less than 10% per year.		X
Evidence of Compliance:		
1) 100% of State aid and local property taxes were collected.		
2) Write-off of receivables including student fines and fees was 12.71%. See Exhibit C.		

INTERNAL

The superintendent will:	<i>Compliant</i>
6.16 Provide for the board a monthly update of the Statement of Revenue and Expenditures and Balance Sheet indicating month and year-to-date financial activity, and in addition provide a financial condition statement annually.	

Interpretation: The Board expects the District to include monthly financial reports in the BOE packet.

Indicators of Compliance:	Compliant	Non-Compliant
1) Monthly financial reports are included as part of the Superintendent's consent agenda each month.	X	
Evidence of Compliance:		
1) All agendas for monthly BOE business meetings included monthly financials/		

INTERNAL

The superintendent will:	
6.17 Make reasonable efforts to utilize contractors, vendors, manufacturers, and other such agents who reside within the boundaries of the Racine Unified School District.	<i>Compliant</i>

Interpretation: The Board expects the District to spend District funds locally where reasonable and possible.

Locally is interpreted to mean within RUSD geographic boundary.

Reasonable is interpreted to mean encourage local vendors to submit bids/quote/RFPs through advertising and direct contact and when price and quality are comparable, use the local source.

Indicators of Compliance:	Compliant	Non-Compliant
Local sources are used for 50% of expenditures		New policy. Not Monitored
Evidence of Compliance:		
Not monitored in the 13/14 year		
See Exhibit E for list of local vendors used		

Capacity building: The Superintendent requests that the BOE clarify in the policy which categories of expenses should be monitored for local vendor data; i.e. Payroll, WRS, utilities, construction projects, or purchase of supplies.

INTERNAL

The superintendent may not:	
6.18 Indebt the organization	<i>Compliant</i>

Interpretation: The Board expects that 100% of long-term debt agreement be Board approved

Indicators of Compliance:	Compliant	Non-Compliant
1) 100% of new debt issues are BOE approved	X	
Evidence of Compliance:		
1) No new debt was issued for the 2013-14 school year.		

INTERNAL

<p>The superintendent may not:</p> <p>6.19 Commit to any single, non-budgeted purchase or expenditure greater than \$100,000 without the full board having received it at least 7 days prior to the board action. Budgeted purchases are items listed in the official budget and approved by the board. Splitting orders to circumvent this limit is unacceptable.</p>	<p><i>Compliant</i></p>
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Interpretation: The Board expects that expenditures over \$100,000 that were not in the original Annual Budget be approved by the BOE. The Board also expects that any item over \$100,000 that is on the Board agenda as an action item must be sent to the Board 7 days in advance of the Board Meeting.

Indicators of Compliance:	Compliant	Non-Compliant
1) Vendor payments above \$100,000 are either part of the approved budget or are approved as a BOE action item.	X	
2) Board action items for \$100,000 expenditures are sent 7 days in advance.		New Policy. Not Monitored
Evidence of Compliance:		
1) See Exhibit A which lists all vendor payments above \$100,000.		
2) Monitoring item added in May 2014, not monitored for 13/14 year.		

INTERNAL

<p>The superintendent may not:</p> <p>6.20 Execute a contract that includes financial incentives to a third party without board approval.</p>	<p><i>Compliant</i></p>
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Interpretation: The Board expects that no incentive contracts will be entered into

Indicators of Compliance:	Compliant	Non-Compliant
1) No incentive contracts are entered into.	X	
Evidence of Compliance:		
1) No incentive contracts were entered into in the 2013-14 budget year.		

INTERNAL

The superintendent may not: 6.21 Accept any new grants without approval through the Board Consent Agenda.	<i>Compliant</i>
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Interpretation: All new grants awarded to the District above \$50,000 must be approved to the BOE through the Board consent agenda.

New grant is interpreted as any grant that is 1) not part of the previous year's budget and commits the District as the fiscal agent or 2) requires a fiscal commitment of District resources for grant implementation.

Indicators of Compliance:	Compliant	Non-Compliant
100% of new grants awards over \$50,000 are approved through the BOE consent agenda.		New Policy. Not Monitored
Evidence of Compliance:		
Because this policy expectation was added in May of 2014, it was not monitored for 13/14 year.		

Capacity Building:

1. 6.12. A vendor review rubric will be created and used to vet new and existing vendors. The rubric will provide data to report compliance for annual vendor review.
2. 6.17. The Superintendent requests that the BOE clarify in the policy which categories of purchases should be monitored for local vendor data; i.e. Payroll, WRS, utilities, construction projects, or purchase of supplies.



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

**OE-7 (ASSET PROTECTION)
SUMMARY OF COMPLIANCE STATUS**


Date: January 27, 2014

SUPERINTENDENT CERTIFICATION

With respect to Operational Expectation 7 (Asset Protection), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:

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

Section 6 (Indicator #5) is not in compliance. There is a backlog of deferred maintenance items due to lack of funding.

Signed: 
Superintendent

Date: January 6, 2014

BOARD OF EDUCATION ACTION

With respect to Operational Expectation 7 (Asset Protection), the Board:

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

Summary statement/motion of the Board:

The board approved the Operational Expectations – 7 (Asset Protection) as being compliant with exception in Section 7.6 (Indicator #5) noting there is a backlog of deferred maintenance items due to lack of funding.

Signed: 
Board President

Date: February 3, 2014



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

DATE: January 27, 2014

OE-7 (ASSET PROTECTION)

The superintendent will:

The superintendent will assure that all organizational assets are adequately protected, properly maintained, appropriately used and not placed at undue risk.

Interpretation: I interpret the Board's values to be: All District's assets are fully insured, are used for their intended purpose, are kept in working order.

7.1 Maintain property and casualty insurance coverage on district property with limits equal to 100% of replacement value.	<i>“Compliant”</i>
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Interpretation: I interpret the Board’s values to be: that all property is insured against loss at replacement value with an appropriate deductible and that the District is insure against liability claims with an appropriate deductible.

An appropriate detectable is defined as a deductible that reduces premium cost and can be paid through the operating budget of the District.

Indicators/Evidence of Compliance:

Indicator 1: Property and contents insurance with State of WI Local Government Property Insurance Fund at 100% replacement value.	Exhibit A, pgs 1-3
Evidence: Coverage is at \$541,965,090 replacement cost coverage with \$50,000 deductible and \$168,010 premium for 2013-14, which is \$25,821 higher than last year.	
Indicator 2: Fleet of 66 vehicles is covered by Wausau Underwriters Insurance Company (a part of Liberty Mutual Insurance) for comprehensive and collision with claims settlement at actual cash value (like kind and quality).	Exhibit A, pgs 4-9
Evidence: \$1,000 deductible with a premium of \$48,529 for 2013-14, an increase of \$3,182 from last year.	
Indicator 3: Workers’ compensation coverage is through Travelers Property Casualty Company of America.	Exhibit A, pgs 10-12
Evidence: The current premium is \$1,729,094, an increase of \$135,052, due to the experience modification factor going from 1.45 to 1.65 and the District being placed in the State Pool.	

<p>7.2 Maintain both Errors and Omissions and Comprehensive General Liability insurance coverage protecting board members, staff and the district itself in an amount that is reasonable for school district of comparable size and character.</p>	<p><i>“Compliant”</i></p>
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Interpretation: I interpret the Board’s values to be: that the Board, all staff and the District are protected from liability claims. This protection is in the form of insurance that has limits comparable to other school districts with similar exposure. Similar exposure is defined as similar number of students and similar operating environment.

Legal reference, State Statute provides:

Wis. Stats. 893.80 – “Claims Against Governmental Bodies, Officers and Employees” and Wis. Stats 345.05 –“Municipal Liability for Motor Vehicle Accidents”

- If a civil action is filed in Wisconsin courts, the most a person can recover is \$50,000 except auto accident. For automobile liability claims the limitation per claim is \$250,000.

Wis. Stats. 895.52 – “Recreational Activities; Limitation of Property Owners Liability=

- The statute provides property owners, public school district being one kind, immunity from claims arising out of the recreational use of property. If our playgrounds are being used after hours and someone is injured, they will have no course of action against the district. All liability claims require that negligence be proved in order for a payment to be made.

Indicators/Evidence of Compliance:

<p>Indicator 1: The District has General Liability insurance coverage in force.</p>	<p>Exhibit A, pgs 15-19</p>
<p>Evidence: General liability coverage policy is through Wausau Underwriters Insurance (a part of Liberty Mutual Insurance), along with an umbrella policy through Employers Insurance Company of Wausau.</p> <p>The district carries a \$3,000,000 general liability policy and a \$7,000,000 umbrella policy. Research showed that other districts are carrying similar amounts of umbrella coverage: Madison \$8,000,000; Middleton \$12,000,000; Janesville \$8,000,000; Waukesha \$5,000,000; Elmbrook \$9,000,000. Middleton owns their buses, exposing them to a higher liability if negligent.</p>	
<p>Indicator 2: Under the Liberty Mutual general liability policy there is coverage for employee benefits liability, should there be any errors or omissions made on employee benefits.</p>	<p>Exhibit A, pgs 20-21</p>
<p>Evidence: Coverage at \$1,000,000. This is Liberty Mutual’s only limit, they write 1/3 of all Wisconsin School Districts.</p>	

Indicator 3: The District maintains Education Legal Liability coverage with RSUL.	Exhibit A, pg 22
Evidence: There is a \$25,000 deductible per claim and employment practices liability with a \$50,000 deductible. Each has a \$2,000,000 limit of coverage. This coverage continues to have a sub-limit on IEP claims.	

<p>7.3 Assure that all personnel who have access to material amounts of district funds are bonded and/or covered by employee loss insurance.</p>	<p><i>“Compliant”</i></p>
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Interpretation: I interpret the Board’s values to be: that the District is insured for loss due to employee theft. Employee theft coverage covers loss of all sizes subject to deductible and limits

Indicators/Evidence of Compliance:

<p>Indicator 1: The District carries a Government Crime Policy with Hanover Insurance.</p>	<p>Exhibit A, pg 23</p>
<p>Evidence: It covers employee theft up to \$500,000 with a \$5,000 deductible. There is no requirement that an employee needs to be bonded. We have continued Faithful Performance coverage to the crime policy. This coverage is secondary to LGPIF.</p>	

<p>7.4 Protect intellectual property, information, files, records and fixed assets from loss or significant damage.</p>	<p><i>“Compliant”</i></p>
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Interpretation: I interpret the Board’s values to be: That assets, including files, records and intellectual property, are protected from loss and damage

Indicators/Evidence of Compliance:

<p>Indicator 1: Local Government Property Insurance Fund property policy covers equipment and data on an all risk basis, but does exclude breakdown.</p>	<p>Exhibit A, pgs 24-27</p>
<p>Evidence: Coverage limits \$541,965,090, with a \$50,000 deductible.</p>	
<p>Indicator 2: Equipment Breakdown Protection coverage is with Travelers Property Casualty Company of America. Breakdown is defined as direct physical loss that causes damage to covered equipment and necessitates its repair or replacement ... by electrical failure.</p>	<p>Exhibit A, pgs 24-27</p>
<p>Evidence: Data and media are covered with a limit of \$5,000,000, an increase of \$2,500,000 from last year, with a \$1,000 deductible. The premium for 2013-14 is \$22,796, which is \$1,055 less than last year.</p>	
<p>Indicator 3: District’s data systems are backed up regularly.</p>	
<p>Evidence: The District’s ERP system (Lawson) is hosted off site and is backed up nightly. The District’s Student Information System (Skyward) is hosted off site and backed up nightly. The District’s email system (Google) is hosted in the cloud. Emails are archived with a 10 year retention. The District’s Transportation system (Edulog) is hosted locally and backed up nightly. The District’s staff storage array is hosted locally and is backed up nightly. The District’s IEP system (Filemaker Pro) is hosted locally and backed up nightly.</p>	<p>See sample vendor backup logs Exhibit B Velocity(Lawson) backup audit; Exhibit C Skyward and backup log sample; Exhibit D Network backup log sample</p>
<p>Indicator 4: Procedures are in place to protect electronic files.</p>	

Evidence: Security for all users to the network is delivered through individual login and passwords using Microsoft's Active Directory. Security is based on staff position and status within the District's ERP software, Lawson.	See internal network backup log (Exhibit D)

7.5 Properly preserve and dispose of all records related to affairs or business of the district.	<i>“Compliant”</i>
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Interpretation: I interpret the Board’s values to be:that there are systems in place to maintain records per DPI and legal requirements.

I further interpret that disposal of any records follow a protocol that maintains security and privacy.

Indicators/Evidence of Compliance:

<p>Indicator 1: Records are retained per legal guidelines and records are disposed of per legal guidelines. A record retention audit shows that required records are available and accessible.</p>	
<p>Evidence: The District has a records retention system called OnBase. The Information Systems department archives student, staff and Board Proceedings information. Special education and student medical information is also maintained in the system. District email is archived with a 10 year retention. All network servers are backed up nightly. Records are maintained per requirements of the State of Wisconsin and Federal regulations.</p>	See record retention self audit (Exhibit E)
<p>Indicator 2: Disposal of records follows a protocol that maintains security and privacy.</p>	
<p>Evidence: Records are disposed of according to requirements outlined by state and federal regulations. Records with personal identification are shredded. The Information Systems department coordinates, funds and supervises the record destruction twice annually in December and June. The last disposal shredded approximately 500 boxes of material. Contracts with vendors that dispose of records include requirements for the maintenance of security and privacy.</p>	
<p>Indicator 3: An audit of record retention shows compliance</p>	
<p>Evidence: A self audit was performed and it shows compliance.</p>	Exhibit E

<p>The superintendent may not: 7.6 Allow facilities and equipment to be subject to improper use or insufficient maintenance.</p>	<p align="center"><i>“Not in Compliance”</i></p>
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Interpretation: I interpret the Board’s values to be: **All district property including central office, school buildings and their grounds as well as personal property of the district (i.e. computers, text books and sports gear) are to be used for supporting the education of the District’s students. The facilities and equipment will be maintained and improved to provide a quality learning environment. General maintenance will be performed on schedule and project maintenance as required.**

Indicators/Evidence of Compliance:

<p>Indicator 1: Facility use is in compliance with District’s established guidelines.</p>	
<p>Evidence:</p> <ul style="list-style-type: none"> ● 2,070 permits for use were issued during the 2012-2013 school year and no major issues were reported for damage or inappropriate use of facilities. ● Facilities Management maintains a building use permitting system to assure district facilities are used properly and according to established guidelines. ● The District did not cancel an issued permit or deny any requests for usage based on inappropriate facility use. 	<p>Evidenced/Discussed in OE12.4 Develop and consistently administer facilities use guidelines.</p> <p>Evidence/Discussed in OE12.8 Unreasonably deny the public’s use of facilities.</p>
<p>Indicator 2: Maintenance activities are performed on a consistent basis. We interpret consistent basis to be 95% of requests are completed within the school year requested and that the average days age is under 60 days.</p>	
<p>Evidence:</p> <ul style="list-style-type: none"> ● 10,791 Work requests were completed during the 2012-2013 school year. ● 138 Preventive maintenance requests were completed during the 2012-2013 school year. ● 98% of the work request submitted were completed within the school year requested. ● The average days aged for completion of work requests was 54 days for the 2012-2013 school year. 	<p>Evidenced/Discussed in OE12.3 Assure that facilities are clean and safe.</p>
<p>Indicator 3: Instructional equipment is maintained in a way to support classroom learning.</p>	

<p>Evidence: The Information Systems Department has procedures in place to replace instructional equipment to teaching staff while the equipment is being repaired/replaced. The Call Center ticketing system also provides services to support and maintain classroom equipment and technology. For the past year 3,137 computer repair/service tickets were assigned with over 93% being resolved. The balance were replaced.</p>	
<p>Indicator 4: All instructional equipment is used for its intended purpose.</p>	
<p>Evidence: Destiny media manager is used to record all technology related instructional assets and what their intended purpose is. This system assures compliance with state and federal grant record keeping and helps ensure the use of the equipment is as intended. (Title I and financial audit)</p>	<p>District passed a Title I audit this year. (Exhibit F)</p>
<p>Indicator 5: There is no backlog of deferred maintenance items.</p>	
<p>Evidence: There is a backlog of deferred maintenance items due to lack of funding.</p>	

<p>The superintendent may not: 7.7 Unnecessarily expose the district, the board or staff to legal liability.</p>	<p><i>“Compliant”</i></p>
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Interpretation: I interpret the Board’s values to be: That district actions will follow Coherent Governance Policy and Administrative Regulations that have been through legal review. I further interpret that liability insurance will be in place to cover the cost of legal defense and claims if they arise.

Indicators/Evidence of Compliance:

<p>Indicator 1: The district uses legal services to minimize losses to the district.</p>	
<p>Evidence: Major contracts entered into by the District are reviewed by legal counsel. The District uses legal counsel in the specialty areas of Real Estate, contract negotiations, revisions to Administrative regulations, RFP preparation, construction contract negotiation, special education, general school law, technology leasing, employment law, environmental law, and debt issuance.</p> <p>1387 hours of legal services utilized from the District’s primary law firm. In addition time was used for specialists related financing issuance and to employment issues</p> <p>The district has Errors and Omissions coverage as part of the overall insurance coverage for the District. This insurance would help cover costs if legal issues occurred caused by errors and/or omissions by District staff and Board members.</p> <p>Losses due to legal actions were \$56,403 for the 12-13 year. (Update)</p>	

<p>The superintendent may not: 7.8 Invest funds in investments that are not secured or that are not authorized by law.</p>	<p><i>“Compliant”</i></p>
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Interpretation: I interpret the Board’s values to be: all investments must be in statutorily allowable instruments separated in distinct accounts.

Indicators/Evidence of Compliance:

<p>Indicator 1: The District is governed by Wisconsin Statutes in regard to debt service and capital fund transactions and must be used in separate and distinct accounts. Invested cash is also restricted by Wisconsin statutes and may only consist of the following: time deposits; repurchase agreements; securities issued by federal, state, and</p>	
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<p>local government entities, statutorily authorized commercial paper and corporate securities and the Wisconsin local government pool. Investments in OPEB and private purpose trust funds may be invested in other types of investments and are governed by Wisconsin statute 881.01 <i>“Uniform Prudent Investor Act.”</i></p>	
<p>Evidence: See page 29 of the 2012-13 Audit Report for detail.</p>	
<p>Indicator 2: Deposits and investments by the District are subject to various risks. Wisconsin statutes require repurchase agreements to be fully collateralized by bonds or securities issued or guaranteed by the federal government or its instrumentality's.</p>	
<p>Evidence: No losses were incurred for fiscal year 2013. See page 30 of the 2012-13 Audit Report for detail.</p>	

<p>The superintendent may not: 7.9 Purchase or sell real estate, including land and buildings.</p>	<p><i>“Compliant”</i></p>
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Interpretation: I interpret the Board’s values to be :that no real estate transactions will occur without Board approval. Only the Board can acquirer, encumber or dispose of real estate

Indicators/Evidence of Compliance:

<p>Indicator 1: Review BOE agendas to verify when BOE real estate issues were brought for BOE consideration</p>	
<p>Evidence: The BOE approved easements at Case and Starbuck. No real estate was sold or purchased.</p>	

<p>The Superintendent may not: 7.10 Take any action that damages the district’s public image or credibility.</p>	<p><i>Compliant</i></p>
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Interpretation: I interpret the Board’s values to be: that decisions, processes and practices align with the District’s vision of achieving the North Star. Support and promote credibility and a positive public image of the District through well reasoned policy and regulations that have public input and ensure that the policy and regulations are applied fairly, equitably and consistently.

Indicators/Evidence of Compliance:

<p>Indicator 1: News coverage of district events and operations provide a positive public image for the district.</p>	
<p>Evidence: A record of media coverage in the Racine Journal Times since July of 2013 indicates 117 positive articles while there were only 14 negative articles.</p>	<p>Media Coverage Master File</p>
<p>Indicator 2: Public opinion of district services are positive.</p>	
<p>Evidence: The RUSD Parent/Community 2013 survey indicates that 84% believed they received good customer service from schools and a majority felt the quality of education for their children at RUSD was above average or excellent. Also, 65% of parents using complaint procedures had their concerns satisfactorily addressed. However, improvements need to be made on timely responses to concerns from District administration.</p>	<p>pages 3, 6 & 7 of the RUSD Parent/Community 2013 survey</p>
<p>Indicator 3: Opportunities for public input are provided on district policies and regulations.</p>	
<p>Evidence: All Business Meetings of the Board of Education provide an opportunity for the public to provide input on district policies and matters.</p>	<p>See District web site for BOE meeting minutes</p>
<p>Indicator 4: The Superintendent engages with the public on district policies and operations to promote a positive image for the district.</p>	
<p>Evidence: The Superintendent engaged stakeholders and held public listening sessions during her “Learning from the First 90 Days.”</p>	<p>Learning from the First 90 Days report by the Superintendent</p>

<p>The Superintendent may not: 7.11 Dispose of personal property except as associated with the normal course of business.</p>	<p><i>Compliant</i></p>
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Interpretation: I interpret the Board’s values to be: that processes are maintained and followed that govern the appropriate disposal of District personal property.

Indicators/Evidence of Compliance:

<p>Indicator 1: District personal property was disposed of fairly and appropriately according to administrative regulation 3230.</p>	
<p>Evidence: The district uses approved vendors to resell or recycle text books that are no longer needed. 8,100 textbooks were returned this year. Schools are in the process of recycling thousands of library books. The Department of Buildings and Grounds also used scrap metal vendors to dispose of or recycle personal property.</p>	
<p>Indicator 2: The sale of surplus property uses a fair and public process.</p>	
<p>Evidence: Surplus materials and personal property were put up for auction on the Wisconsin Surplus Online Auction system to generate proceeds for the district. This allows surplus property to be made available through a public process as per board policy. Materials auctioned using this method include eye testing equipment, burnishers, 242 surplus computer printers, and library catalogues.</p>	

<p>The Superintendent may not: 7.12 Sign or allow a subordinate to sign any contract for which the terms of said contract have not been reviewed and approved by legal counsel.</p>	<p><i>Compliant</i></p>
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Interpretation: I interpret the Board's values to be: that all major contracts that the District enters into must be reviewed by legal counsel prior to any District employee to enter into the contract for the District. Major contracts are defined as contracts with a large dollar cost and/or create large financial exposure if contract terms are not met. The financial exposure is a function of likelihood of occurrence and the potential cost.

Indicators/Evidence of Compliance:

<p>Indicator 1: Review list of major purchases and look for BOE involvement in the process</p>	
<p>Evidence: See list of POs, wire and payments over \$100,000</p>	<p>Exhibit G</p>
<p>Indicator 2: Use legal council with expertise in specific contract subject</p>	
<p>Evidence: Used 1387 hours of legal service in the areas of Real Estate law, contract law, employee relations, law, school law, and general council. Bond attorney services were used for debt issuance</p>	

<p>The Superintendent may not: 7.13 Execute or allow a subordinate to execute a contract encumbering Racine Unified School District for \$100,000 or more.</p>	<p><i>Compliant</i></p>
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Interpretation: I interpret the Board's values to be: that any contract with a value of over \$100,000 must be approved by the BOE. Such approval can be as an action item on the BOE agenda or as part of the budget approval process.

Indicators/Evidence of Compliance:

<p>Indicator 1: Review purchases over \$100,000 and indicate where BOE approval was done</p>	
<p>Evidence: See attached list of PO's over \$100,000, Wires over \$100,000 and Payments over \$100,000.</p>	<p>Exhibit G, H and I</p>



Racine Unified School District
Operational Expectations Monitoring Report

OE-9 (COMMUNICATING WITH THE PUBLIC)
SUMMARY OF COMPLIANCE STATUS

Date: October 20, 2014

SUPERINTENDENT CERTIFICATION

With respect to Operational Expectation 9 (Communicating with the Public), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:

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

Our efforts to communicate with the public are compliant with Board expectations and show evidence of increasing participation and authentic engagement with our community through:

- Electronic communications (e-newsletters, websites, Twitter, Facebook)
Face-to-face engagement with the community (meetings, presentations)
Survey participation

The work to improve this year will include:

- New, user-friendly and branded school websites
Expansion of It's My Choice marketing campaign
Supporting principals with marketing their schools
Expanding parent email lists
Continued face-to-face engagement with the community (superintendent and chiefs)

Indicator 9.1.2 was not compliant because the percent of respondents who feel that they are somewhat, pretty well or very well informed was flat compared to last year (91 percent).

Signed: [Signature] Superintendent Date: October 9, 2014

BOARD OF EDUCATION ACTION

With respect to Operational Expectation 9 (Communicating with the Public), the Board:

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

Summary statement/motion of the Board: SEE PAGE 2

Signed: [Signature] Board President Date: 10-28-14

SUMMARY STATEMENT/MOTION OF THE BOARD

The report was presented to the Board as being compliant except for Indicator 9.1.2 being not compliant because the percent of respondents who feel that they are somewhat, pretty well or very well informed was flat compared to last year (91 percent).

Ms. Plache moved, Mr. Eperjesy seconded to accept the Operational Expectations – 9 (Communicating with the Public) Monitoring Report as compliant with noted exceptions. All were in favor.

Ms. Plache moved, Pastor Hargrove seconded, to include the following Summary Statement comments regarding the Operational Expectations – 9 (Communicating with the Public) Monitoring Report. All were in favor.

- It is a model of structure and form
- It has strong interpretation, indicators and measurements
- It has continuously improved and has been a work in progress
- The number of survey respondents has increased
- Social media communication engagement has increased but improvement also needs to be handled
- The parent email address accessibility is a problem and glad it is being addressed
- Positive new indicator on superintendent presence and communicating with public
- Recommend in the future adding efforts of all chiefs in their community engagement
- “It’s Your Choice” campaign – would like expansion on that



Racine Unified School District
Operational Expectations Monitoring Report
DATE: October 20, 2014

OE-9 (COMMUNICATING WITH THE PUBLIC)

The superintendent shall assure that the public is fully and adequately informed about the condition and direction of the district.

Interpretation: The Board of Education expects the superintendent to communicate fully and adequately with the public regarding the condition and direction of the District. Following are working definitions of these terms:

- Public: All District families and community stakeholders including, but not limited to the business community, collaborative partners, civic groups, minority communities and faith groups.
- Condition of the District: Current state of instruction and curriculum, student achievement, financial status, staffing levels, status of physical buildings, facilities and related equipment.
- Direction of the District: Vision and goals for the District's future, including initiatives related to student achievement, programming, facilities plans and budgets.

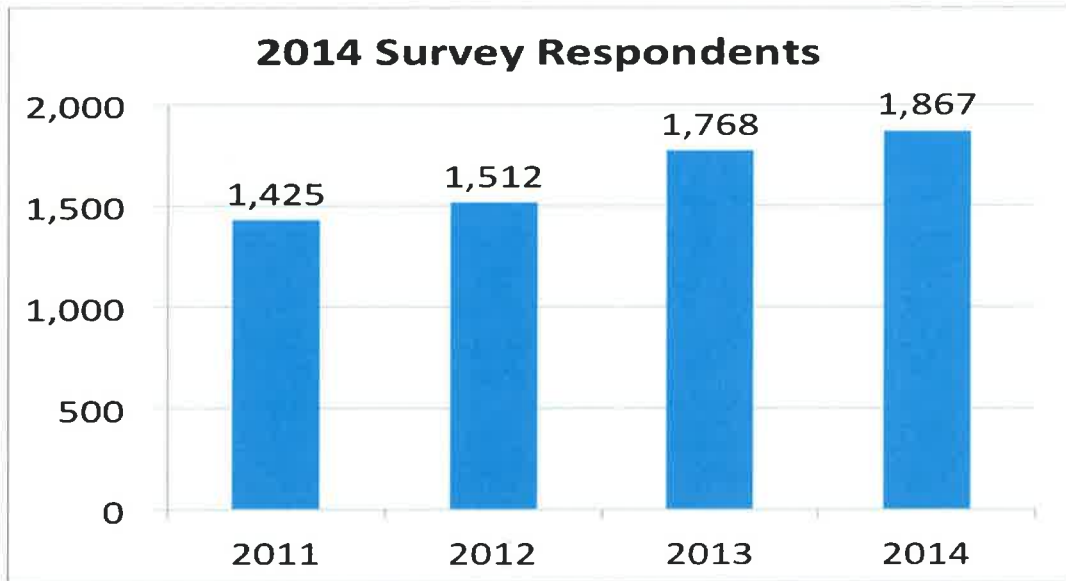
<p>9.1 The superintendent will assure the timely flow of information, appropriate input, and strategic two-way dialogue between the district and the citizens that builds understanding and support for district efforts.</p>	<p><i>Non-Compliant</i></p>
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Interpretation: The Board expects extensive communication to the community from the superintendent and the RUSD administrative team to take place on a regular basis, ensuring that stakeholders receive information concerning District activities in order to inform and build positive regard and confidence in the District and its work. In addition, the Board values regular, proactive outreach to receive input from all District stakeholders, discuss issues of interest and provide information about the District's vision and direction.

- The District interprets timely flow of information to mean that the stream of information from the superintendent and communication office to various stakeholders should be continuous.
- The District interprets appropriate input to mean that the District provides stakeholders with opportunities to provide input on relevant topics or decisions. The input allows the community to voice concerns, ask questions or present ideas. These opportunities are provided in multiple ways, such as the District website, Board of Education meetings, parent meetings, phone, email and a variety of advisory and other committees.
- The District interprets strategic two-way dialog to mean that the superintendent engages stakeholders in regular discussions about the District's current status and direction in order to authentically engage stakeholders in decision-making and planning.

<p>Indicator 1: The number of parents and community members who provide input by participating in the annual parent/community survey increases year over year.</p>	<p>Compliant</p>
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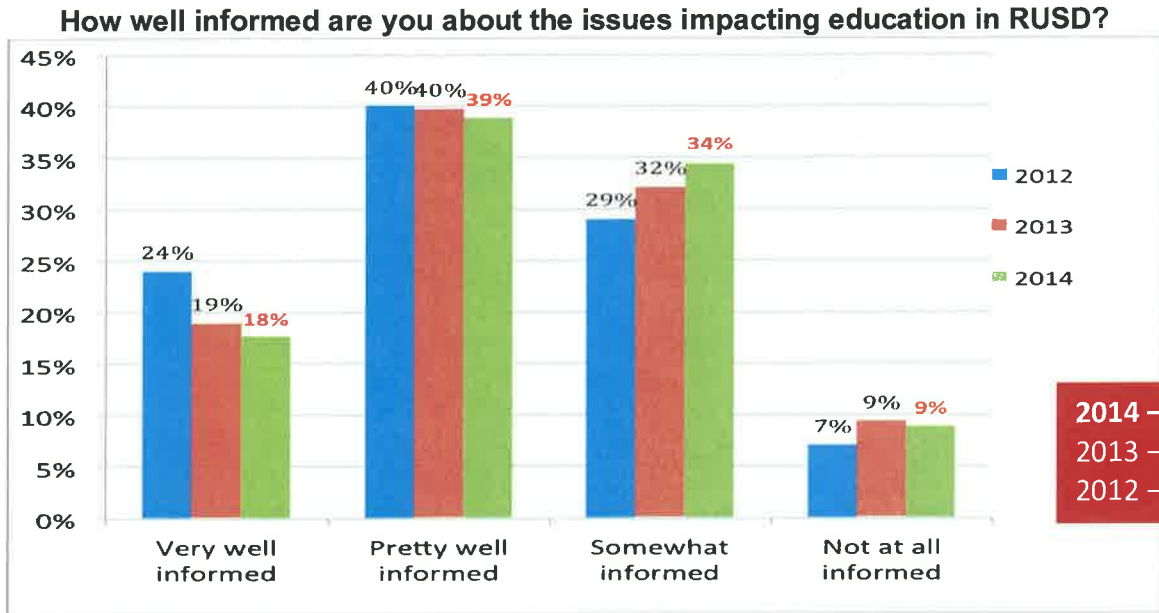
Evidence: In 2014, RUSD achieved a six percent increase in number of survey respondents.



In 2014, 99 more parents and community members took the electronic survey, which was available online for all RUSD parents and community members.

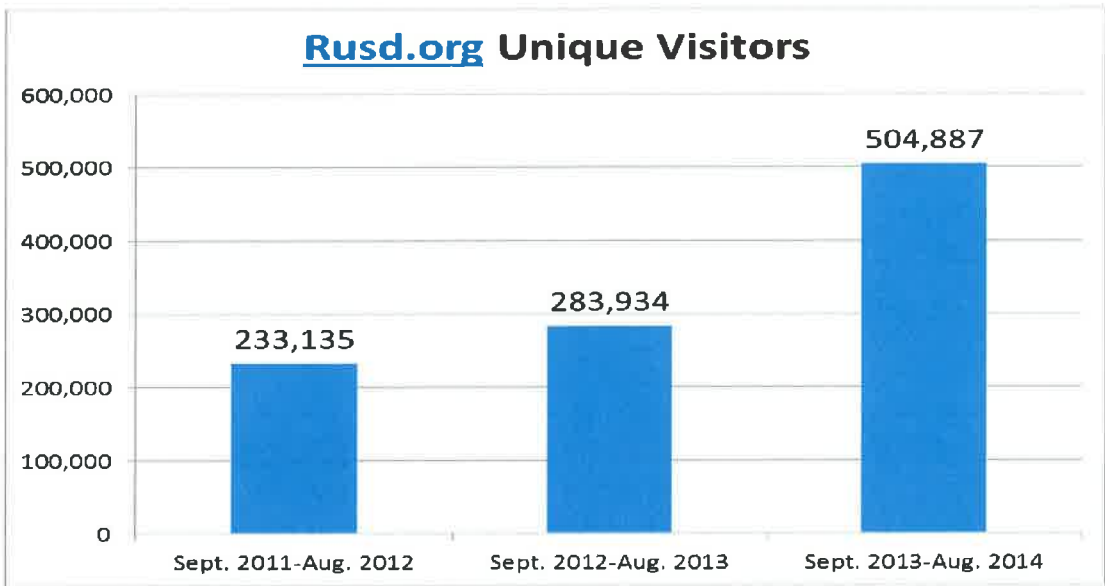
Indicator 2: The percentage of parents and community members whose survey responses indicate that they are very well, pretty well or somewhat informed about the District increases year over year	Non-Compliant
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Evidence: 91 percent of respondents feel that they are somewhat, pretty well or very informed. This number is consistent from last year (no increase).



Indicator 3: The number of visitors to the District website increases year over year by 20 percent.	Compliant
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Evidence: 504,887 unique visitors in 2013-2014, a 44 percent increase over the previous year.



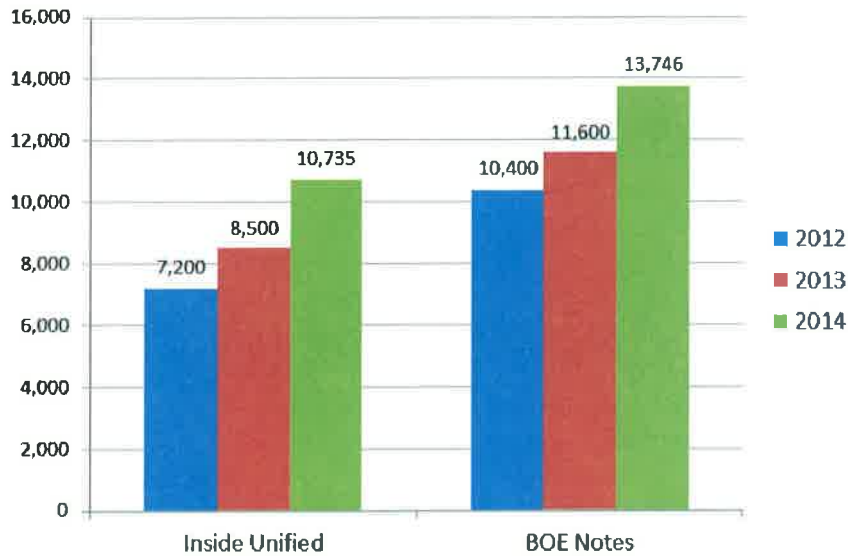
Indicator 4: Each year, the number of people who elect to receive the District's electronic newsletters including *BOE Notes* and *Inside Unified* increases annually and the open rate meets or exceeds the industry average of 20.5 percent

Compliant

Evidence 1:

- Inside Unified (District e-newsletter): **Increase of 21% or 2,235 recipients** over 2012-2013
- Board of Education Notes (e-newsletter): **Increase of 16% or 2,146 recipients** over 2012-2013

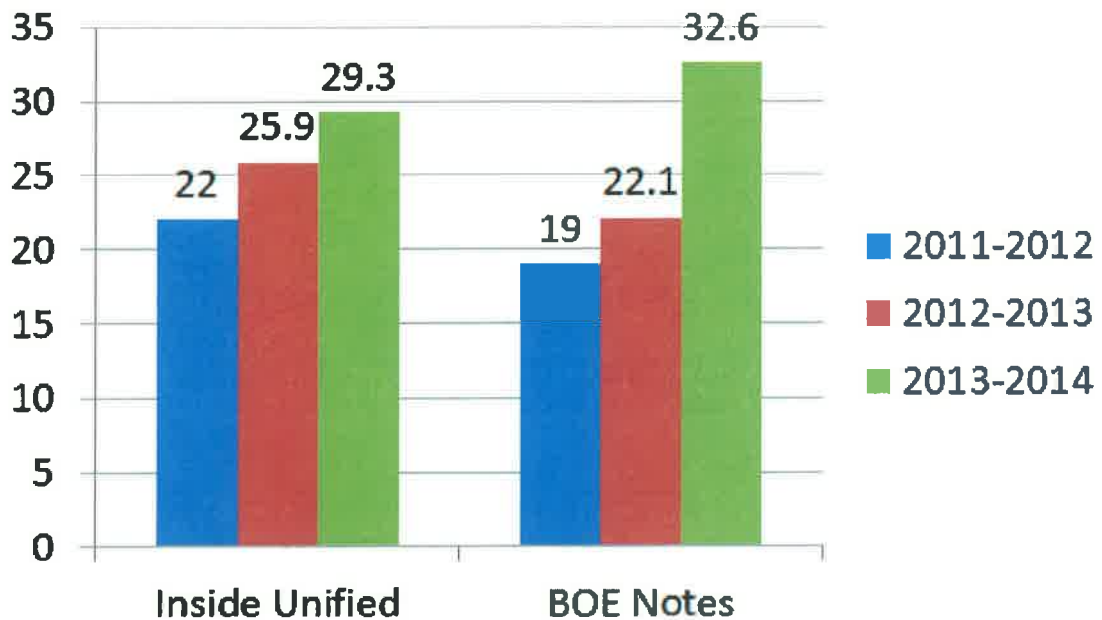
E-Newsletter Recipients



Evidence 2:

- Average open rate for Inside Unified e-newsletter is **29.3%** (8.5% higher than industry average)
- Average open rate for BOE Notes e-newsletter is **32.6%** (12.1% higher than industry average)

E-Newsletter Open Rate

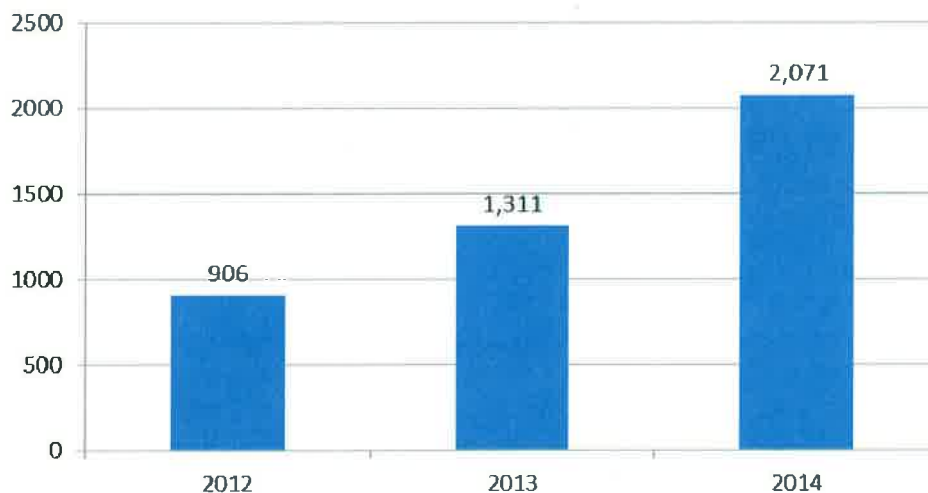


Indicator 5: Each year, the number of parents and community members who follow the District via social media (Twitter, Facebook) increases and interaction through posts, questions, invitations, etc. via these media increases. Each year, the average number of users reached by each Facebook post increases.

Compliant

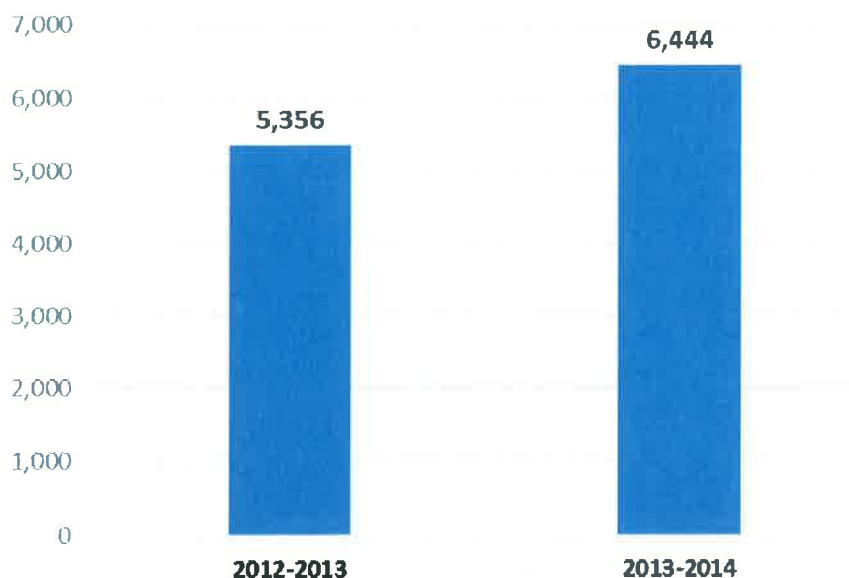
Evidence 1: 2,071 followers on Twitter; an increase of 37% or 760 followers

Twitter Followers



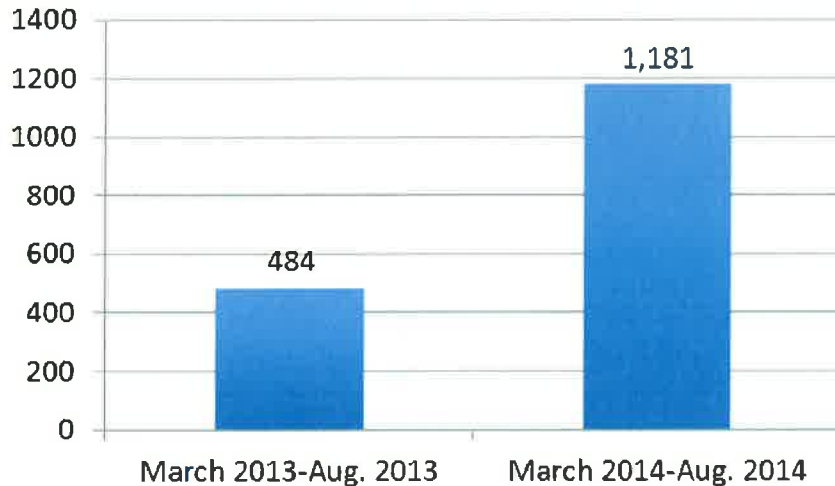
Evidence 2: More than 6,444 "likes" on our Facebook page, an increase of 17% or 1,088 "likes" from 2012-2013. The District receives daily inquiries and positive comments.

Facebook 'Likes'



Evidence 3: Over the past two years, there has been a significant **increase from 484 to 1,181** average “post reach.” This is the total average number of people who see each of the District’s Facebook posts. This establishes our baseline data to measure increased reach going forward.

Facebook Average Post Reach



Indicator 6: Parent Key Communicator Committee will have representation from 75 percent of RUSD schools with diverse members reflective of the student body.

Compliant

Evidence: **91% of RUSD schools** were represented through actively participating parents on the 2013-2014 Parent Key Communicator Committee.

Indicator 7: The superintendent seeks input from and dialogue with community stakeholders and organizations at least 12 times per year (once/month).

Compliant

Evidence: The superintendent presented to and engaged in dialogue at 35 meetings and events with community stakeholders and organizations during the 2013-2014 school year.

<p>9.2 The superintendent will prepare and publish, on behalf of the board, an annual progress report to the public that includes the following items:</p> <ol style="list-style-type: none"> Data indicating student progress toward accomplishing the board's Results policies. Information about school district strategies, programs, and operations intended to accomplish the board's Results policies. Revenues, expenditures and costs for major programs and a review of the district's financial condition. 	<p>Compliant</p>
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Interpretation: The Board expects comprehensive and relevant reporting to the community, at least yearly, on the District's succession to improving student achievement as measured in reports on the Board's results policies and a summary of the District's fiscal status.

The District interprets publish to mean that it will make the annual progress reports available to the public in print and/or electronic form.

<p>Indicator 1: The annual budget is submitted to the Board of Education and posted to the District website for public review prior to being finalized. Once finalized, the budget is again posted to the District website.</p>	<p>Compliant</p>
<p>Evidence: A published 2013-2014 annual budget proposal and final budget were submitted to the Board of Education and posted here: http://www.rusd.org/district/budget-documents.</p>	
<p>Indicator 2: A link to the Annual School District Performance Report is posted annually to the District website for public review.</p>	<p>Compliant</p>
<p>Evidence: The Annual School District Performance Report is available here: http://www.rusd.org/district/annual-school-performance-report.</p>	
<p>Indicator 3: The District Annual Report to the Community is printed and distributed to all District families and staff during the fall and also distributed to members of the community and made available to all stakeholders via the District website.</p>	<p>Compliant</p>
<p>Evidence: The 2013 Annual Report to the Community was distributed:</p> <ul style="list-style-type: none"> • Via direct mail to all District and private school families • Via interschool mail to all staff members • Posted on the District website here: http://www.rusd.org/district/publications • In the Racine Journal Times on Nov. 20, 2013 • To local organizations (Racine Board of Realtors, United Way, etc.) 	
<p>Indicator 4: All monthly Board of Education business meetings are video recorded and aired on District cable channel 20 (Time Warner) within one week.</p>	<p>Compliant</p>
<p>Evidence: All BOE monthly business meetings were recorded and aired on District cable channel 20 (Time Warner).</p>	

Indicator 5: The superintendent holds at least two advertised public events in which current student achievement information and the state of the District is shared for all community members.	Compliant
<p>Evidence: On two dates – December 16, 2013 and January 14, 2014, Superintendent Haws and the chiefs made two public presentations of the three-year <i>Raising Racine</i> plan. In addition to the plan, the presentation included information about student achievement and current state of the District. This report and a video of one of the presentations was made available on the District website: http://www.rusd.org/raisingracine.</p> <p>In June, Superintendent Haws presented a year-end progress report to the community and made the report available on the District website: http://www.rusd.org/raisingracine.</p>	
Indicator 6: Department of Public Instruction School and District Report Cards are made available to the public via a link on the District website.	Compliant
<p>Evidence: School Report Cards are posted here: http://www.rusd.org/district/student-performance.</p>	

Capacity Building / Goals for 2014-2015

The communication department and superintendent will continue to strategically enhance efforts and initiatives to improve public awareness of the condition and direction of the District. 2014-2015 initiatives will include:

1. By Feb. 1, 2015, all school websites will be completely overhauled and re-designed to improve communication to and with all District stakeholders. Schools will have robust sites that engage parents through up-to-date content. We expect this to result in more parents visiting and utilizing our school websites for information and engagement.
2. Phase II of the *It's My Choice* marketing campaign will feature RUSD students and staff and include more advertising via social media, print, web and potentially other media channels with the goal of improving the image of the District. This will result in more people expressing a positive perception of the District in the parent/community survey.
3. The communication department will develop a *Marketing Your School* toolkit for principals and also develop a PD session to introduce it to principals to build their capacity to market their schools, improving school perception and family engagement. This will be reflected in the parent/community survey.
4. This year, we will gain access to the majority of parent email addresses allowing the communication department to increase engagement with and outreach to families. This will result in outreach to more parents and more parents participating in the parent/community survey. Therefore, we will focus on the percent of parents who say they are pretty well or very well informed under indicator 9.1.2 (not including those who say they are somewhat informed).
5. Beginning September 2014, each Board of Education business meeting agenda will include a superintendent presentation of a Results report. This will provide an opportunity for the Board and the public to receive a timely flow of information that builds understanding and support for District efforts.



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

**OE-10 PART 1 (INSTRUCTIONAL PROGRAM)
SUMMARY OF COMPLIANCE STATUS**

Date: April 28, 2014

SUPERINTENDENT CERTIFICATION

With respect to Operational Expectation 10 (Instructional Program), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:

 Not in Compliance (Except 10.4)

Signed: _____


Superintendent

Date: April 17, 2014

BOARD OF EDUCATION ACTION

With respect to Operational Expectation 10 (Instructional Program), the Board:

 Accepts the report as compliant with noted exceptions

Summary statement/motion of the Board:

The board found the OE-10 (Instructional Program-Part 1) Monitoring Report to be not in compliance. The last report submitted for this policy section was submitted in 2009. The superintendent and administration provided information on the initiatives which will address the deficiencies.

Signed: _____


Board President

Date: April 28, 2014

Non-Compliance:

Section 10.1 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. Non-Compliance: *See attachment A: 3-Year Curriculum and Program Monitoring Cycle-beginning 2014-15*

Section 10.1 Indicator 2: 100% of the curricula reviewed is based on best practices research. Non-Compliance: *The program and curriculum evaluation reports will begin in the 2014-15 school year*

Section 10.1 Indicator 3: The evaluation reports committee member lists reflect all groups necessary to an objective, unbiased evaluation process. Non-Compliance: *The process will begin in the 2014-15 school year*

Section 10.2 Indicator 1: 100% of the CCSS are reflected in RUSD's reading, writing and math curriculum. Non-Compliance: *The current reading, writing and math standards do not fully reflect the CCSS. An estimated 10% of the curriculum satisfies this indicator.*

Section 10.2 Indicator 2: 100% of the NGSS are reflected in RUSD's science curriculum. Non-Compliance: *The current science curriculum does not reflect the NGSS.*

Section 10.2 Indicator 4: 100% of the Wisconsin State Standards are reflected in the curriculum for all subjects not listed above. Non-Compliance: *We cannot verify the Wisconsin State Standards are reflected in all curriculum areas. However, we believe they have been incorporated into existing curricula.*

Section 10.5 Indicator 2: The overall enrollment in these specialized programs increases every year. Non-Compliance: *This year is our baseline year.*

Section 10.6 Indicator 1: Teachers plan instruction based on the personalized learning plans for all of their students. Non-Compliance: *The development of personalized learning plans for all students will begin with planning, training and implementation in the 2014-2015 school year.*

Section 10.6 Indicator 4: Principal observations document culturally relevant teaching practices evident in every classroom. Non-Compliance: *Training and implementation of culturally relevant practices is underway for some teacher and will be systematically implemented over the next two years.*

Section 10.7 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). Non-Compliance: *3-Year Curriculum and Program Monitoring Cycle will begin 2014-2015.*

Section 10.8 Indicator 1: Every PK-12 program is evaluated through a review and analysis process at least every three years. Non-Compliance: *Programs have not been reviewed or evaluated on a consistent, three year basis.*

Section 10.8 Indicator 2: Every District-endorsed and supported teaching strategy/teaching practice is reviewed and revised on a three-year basis. Non-Compliance: *Teaching strategies endorsed and supported by the District have not all been reviewed and revised based on effectiveness. Reading Absolutes have been revised for elementary reading teachers based on evidence of low reading performance for students.*

Section 10.9 Indicator 1: Disruptions to the academic day are addressed through clear, written expectations from the Chief Academic Officer and Chief of Schools. Non-Compliance: *Beginning 2014-2015, every principal will document, through mid-year and end-of-year evaluation evidence, reduced interruptions to teachers' instructional time.*

Attachments:

A: 3-Year Curriculum and Program Monitoring Cycle

B: Early childhood curriculum alignment with WMELS

C: NWEA State Standards Alignment Study

D: NWEA Individual Growth and School Success Study

E. Specialized programs with enrollment totals

F. Introduction to Common Core State Standards (English/Language Arts).

G. Introduction to Common Core State Standards (Mathematics).

H. Introduction to Next Generation Science Standards.



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

DATE: April 28, 2014

OE-10 (INSTRUCTIONAL PROGRAM)

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 expects all the 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.

10.1 Ensure that instructional programs are based on a comprehensive and objective review of best practices research.	Non-Compliant
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Interpretation:

The Board expects all curriculum, programs and instructional strategies, as well as teaching resources and materials to be of superior quality and selected as a result of rigorous analysis, evaluation and 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.

Indicators of Compliance:

We will know that we are in compliance when:

1. Every district-wide program and curriculum evaluation report is based on a comprehensive review and evaluation process that includes evidence of adoption/use of demonstrated best practices.
2. 100% of revisions and new adoptions for curriculum and instructional programs show strong evidence of research to support improved student achievement as a result of implementation.
3. Members of every program and curriculum evaluation committee include teachers, school administrators, content experts, and curriculum/academic leaders to ensure objective and broad-based evaluation and recommendations.

Evidence of Compliance:

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.	Non-Compliant
Evidence: See attachment A: 3-Year Curriculum and Program Monitoring Cycle-beginning 2014-15	
Indicator 2: 100% of the curricula reviewed is based on best practices research.	Non-Compliant
Evidence: The program and curriculum evaluation reports will begin in the 2014-15 school year	
Indicator 3: The evaluation reports committee member lists reflect all groups necessary to an objective, unbiased evaluation process.	Non-Compliant
Evidence: The process will begin in the 2014-15 school year	

10.2 Base instruction on academic standards that meet or exceed state and/or nationally-recognized model standards.	Non-Compliant
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Interpretation:

The Board expects the District to identify the most rigorous academic learning standards in each curricular area and base the District’s curricula on those standards.

Indicators of Compliance:

1. All reading, writing and math curriculum are fully aligned with the Common Core State Standards (CCSS).
2. All science curriculum are fully aligned with the Next Generation Science Standards (NGSS).
3. All Early Childhood curricula are fully aligned with Wisconsin Model Early Learning Standards.
4. All other subjects are fully aligned with the Wisconsin State Standards.

Evidence of Compliance:

Indicator 1: 100% of the CCSS are reflected in RUSD’s reading, writing and math curriculum.	Non-Compliant
Evidence: <i>The current reading, writing and math standards do not fully reflect the CCSS. An estimated 10% of the curriculum satisfies this indicator.</i>	
Indicator 2: 100% of the NGSS are reflected in RUSD’s science curriculum.	Non-Compliant
Evidence: <i>The current science curriculum does not reflect the NGSS.</i>	
Indicator 3: 100% of the Wisconsin Model Early Learning Standards (WMELS) are reflected in RUSD’s Early Childhood Curriculum.	Compliant
Evidence: <i>Attachment B: 100% of the District’s Early Childhood Curriculum is aligned with the WMELS.</i>	
Indicator 4: 100% of the Wisconsin State Standards are reflected in the curriculum for all subjects not listed above.	Non-Compliant
Evidence: <i>We cannot verify the Wisconsin State Standards are reflected in all curriculum areas. However, we believe they have been incorporated into existing curricula.</i>	

10.3 Align curriculum with the standards.	<i>Non-Compliant</i>
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Interpretation:

See 10.2

Indicators of Compliance:

See 10.2

Evidence of Compliance:

See 10.2

We recommend to the Board that 10.3 be combined with 10.2 due to the similarities.

Common Core State Standards and Next Generation Science Standards information provided in Attachments F (English/Language Arts), G (Mathematics) and H (Science).

10.4 Effectively measure each student's progress toward achieving or exceeding the standards.	Compliant
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Interpretation:

The Board expects student achievement to be assessed with reliability and validity to measure progress toward meeting or surpassing identified standards.

We interpret “effectively measure” to mean that the district uses assessment tools, common across all schools by level, to determine students’ progress in achieving the Board’s Results policies.

Indicators of Compliance:

We will know we are in compliance:

- 1) Our District chosen assessment* is aligned to standards.
- 2) Our District chosen assessment is a reliable measure of student growth.

**The District chosen assessment is the Northwestern Education Association – Measure of Academic Progress for both Reading and Mathematics.*

Evidence of Compliance:

Indicator 1: The NWEA – MAP assessment is aligned to standards.	Compliant
Evidence: See Attachment C: NWEA State Standards Alignment Study	
Indicator 2: The NWEA – MAP assessment is a reliable measure of student growth.	Compliant
Evidence: See Attachment D: NWEA- Individual Growth and School Success	

10.5 Ensure that the instructional program includes opportunities for students to develop talents and interests in more specialized areas.	<i>Non-Compliant</i>
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Interpretation:

The Board expects the District to offer, as part of their school day, all students an opportunity to pursue and excel in specialized areas that match their interest or talent.

We interpret, "...more specialized areas" to mean the fine arts, career and technical education, world languages, and specialized curricular offerings such as the dual language, Advanced Placement, International Baccalaureate programs.

Indicators of Compliance:

We will know we are in compliance when:

- 1) We offer all students access to a wide variety of specialized programs beyond the core subject areas.
- 2) The District continuously increases student enrollment in these specialized programs.

Evidence of Compliance:

Indicator 1: Multiple programs exist in specialty areas to meet the needs of RUSD students.	Compliant
Evidence: See attachment E: – attach description of specialized programs.	
Indicator 2: The overall enrollment in these specialized programs increases every year.	Non-Compliant
Evidence: See Attachment E: - Attach overall enrollment increase totals.	

10.6 Ensure that the instructional program addresses the different learning styles and needs of students of various backgrounds and abilities.	Non-Compliant
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Interpretation:

The Board expects the district to offer instructional programs that use teaching resources and strategies to accommodate learning styles and the needs of all students.

We interpret "...learning styles..." to mean: auditory, visual, and kinesthetic learning preferences; varying physical, psychological, social-emotional, cognitive needs; and implications of individual developmental levels, disabilities, culture and language.

Indicators of Compliance:

We will know we are in compliance when:

- 1) Every student has a personalized learning plan, which forms the basis for all teacher planning and instruction.
- 2) Students with disabilities have access to a continuum of special education services and programs.
- 3) All English Language Learners (ELL) receive appropriate specialized instruction based on their linguistic needs.
- 4) All teachers are trained and use culturally relevant pedagogy in their instruction.
- 5) The District offers a variety of alternate learning environments and programs to meet the needs of all students.

Evidence of Compliance:

Indicator 1: Teachers plan instruction based on the personalized learning plans for all of their students.	Non-Compliant
Evidence: <i>The development of personalized learning plans for all students will begin with planning, training and implementation in the 2014-2015 school year.</i>	
Indicator 2: All students with disabilities are placed in the least restrictive environment.	Compliant
Evidence: <i>The District has no Due Process findings of non-compliance in programs, services or placement for students with disabilities.</i>	
Indicator 3: A tiered level of services exists for all Bilingual and ESL students.	Compliant
Evidence: 100% of parent requests for student placement in dual language, bilingual or ESL programs are accommodated.	
Indicator 4: Principal observations document culturally relevant teaching practices evident in every classroom.	Non-Compliant
Evidence: <i>Training and implementation of culturally relevant practices is underway for some teachers and will be systematically implemented over the next two years.</i>	

Indicator 5: Alternatives to traditional classroom learning environments exist in RUSD.	Compliant
Evidence: <i>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). A systematic process is available for parents to select these programs.</i>	

10.7 Encourage new and innovative programs, carefully monitoring and evaluating the effectiveness of all such programs at least annually.	Non-compliant
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Interpretation:

The Board encourages new and innovative programs that align with the Board’s Results policies.

We interpret “new and innovative programs” to be programs in existing schools that are aligned to the Board’s Results policies and provide alternate pathways to student success.

We interpret “carefully monitoring and evaluating effectiveness” to mean the District conducts a systematic review and data analysis to evaluate every new program implementation by the end of the first year.

Indicators of Compliance:

We will know we are in compliance when:

- 1) New programs are proposed, considered and implemented in the district.
- 2) The District reviews, monitors and evaluates new and innovative programs after the first year and places the program on the 3 year curriculum and program review cycle for subsequent years.

Evidence of Compliance:

Indicator 1: New Programs are developed and implemented each year.	Compliant
<p>Evidence: <i>At least seven new programs were implemented 2013-2014: West Ridge Elementary school is in the candidate phase for IB implementation. Personalized Learning is in development at Gilmore Middle School. STEAM is in development in Mitchell Middle School. STEM is in development at Starbuck Middle School. Business Education is in development at Jerstad-Agerholm Middle School. Turning Point Academy has been established for significantly behaviorally challenged 6-12 grade students. Racine Alternative Education program has been reframed as a credit recovery alternative school.</i></p>	
<p>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)</p>	Non-Compliant
<p>Evidence: <i>3-Year Curriculum and Program Monitoring Cycle will begin 2014-2015.</i></p>	

10.8 Ensure that all instructional programs, including both content and practice, are regularly evaluated and modified as necessary to assure their continuing effectiveness.	<i>Non-compliant</i>
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Interpretation:

The Board expects all District PK-12 programs and endorsed teaching strategies, resources and materials for teaching be reviewed systematically through a process of continuous improvement.

The Board expects revisions and enhancements to programs and teaching practices to 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.

Evidence of Compliance:

Indicator 1: Every PK-12 program is evaluated through a review and analysis process at least every three years.	Non-Compliant
Evidence: <i>Programs have not been reviewed or evaluated on a consistent, three year basis.</i>	
Indicator 2: Every District-endorsed and supported teaching strategy/teaching practice is reviewed and revised on a three-year basis.	Non-Compliant
Evidence: <i>Teaching strategies endorsed and supported by the District have not all been reviewed and revised based on effectiveness. Reading Absolutes have been revised for elementary reading teachers based on evidence of low reading performance for students.</i>	

10.9 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.	Non-compliant
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Interpretation:

The board expects the District 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.

Indicators of compliance:

We will know we are in compliance when:

- 1) Principals are held accountable in mid- and end-of year supervisory evaluations for providing evidence of implementing practices that have reduced disruption or reduction of instructional time compared to the previous year.
- 2) The District schedules at least 80% of curriculum-writing projects outside of the student school day.
- 3) The District annually reduces the amount of time staff is away from instruction in the classroom to participate in professional development or other meetings.

Evidence of Compliance:

Indicator 1: Disruptions to the academic day are addressed through clear, written expectations from the Chief Academic Officer and Chief of Schools.	Non-Compliant
Evidence: <i>Beginning 2014-2015, every principal will document, through mid-year and end-of-year evaluation evidence, reduced interruptions to teachers' instructional time.</i>	
Indicator 2: All curricular writing projects occur outside of the normal school day.	Compliant
Evidence: <i>100% of the curricular writing projects completed in 2013-2014 occurred outside of the normal school day.</i>	
Indicator 3: Monitoring of the professional development calendar minimizes the number of substitutes for professional development, training, etc. each day.	Compliant
Evidence: <i>The amount of teaching time missed in 2012-2013 is 41305 hours. At the semester of 2013-2014, the amount of teaching time missed is 15435 hours.</i>	

Capacity Building

(10.1) The *3-Year Curriculum and Program Monitoring Cycle* will begin 2014-2015. A district and community stakeholder Curriculum/Program Review Team will study, review and evaluate current programs and curriculum in RUSD in a 3-year cycle. Professional development will ensure each review team has the knowledge and skills necessary to conduct a comprehensive study of a curricular area.

(10.2) Comprehensive District professional development panning will ensure that all teaching staff plan instruction based on the CCSS and NGSS. 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. 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.

(10.3) See 10.1

(10.4) 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.

(10.6) 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 will be developed collaboratively and serve as a resource for all staff for meeting the needs of students in all 3 tiers of instruction.

(10.7) See 10.1

(10.8) See 10.1

(10.9) Personalized Learning plans and culturally relevant pedagogical instruction are major professional development goals of the District. Successful implementation will further increase our ability to better meet the needs of all students.

Additional information

Testing by grade level for all RUSD students includes: See Pages 16-17



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

**OE-10 (INSTRUCTIONAL PROGRAM) – Part 2
SUMMARY OF COMPLIANCE STATUS**

Date: May 2014

SUPERINTENDENT CERTIFICATION

With respect to Operational Expectation 10 (Instructional Program), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:

<input type="checkbox"/>	In Compliance
<input type="checkbox"/>	In Compliance, with Exceptions
<input checked="" type="checkbox"/>	Not in Compliance (10.11, 10.12, 10.14, 10.16)

Signed:  Date: May 8, 2014
Superintendent

BOARD OF EDUCATION ACTION

With respect to Operational Expectation 10 (Instructional Program), the Board:

<input type="checkbox"/>	Accepts the report as fully compliant
<input type="checkbox"/>	Accepts the report as compliant with noted exceptions
<input checked="" type="checkbox"/>	Finds the report to be noncompliant (See Page 2)

Summary statement/motion of the Board:

The Board found the OE-10 (Instructional Program) Part 2 Monitoring Report to be not in compliance in the sections listed on Page 2 of this report.

Signed:   Date: May 21, 2014
Board President

Non-Compliance

Section 10.11 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. Non-Compliance: *Current adopted textbooks have had varying processes for selection with inconsistent standards applied to selection criteria. (Beginning 2014-2015, all textbooks will be adopted through the 3 year curriculum review cycle.)*

Section 10.11 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. Non-Compliance: *Few District curriculum and course outlines have specified reference to adopted textbooks and teaching resources.*

Section 10.12 Indicator 1: 100% of District-adopted textbooks and other recommended teaching materials have been evaluated for re-adoption, replacement, or supplement within the last three years. (No textbooks have been in adoption in excess of 9 years.) Non-Compliance: *17 textbooks currently in use have been an adoption date equal to or greater than 9 years.*

Section 10.14 Indicator 1: 100% of textbook adoption decisions reflect input from stakeholders. Non-Compliance: *There has been inconsistent solicitation for feedback from stakeholders in textbook adoptions. (Compliance expected by 2015 as documented and formal input will be a formal part of the 3 year curriculum review cycle.)*

Section 10.16 Indicator 1: Every teacher receives a written reminder about teaching controversial topics, with the policy attached, in September. Non-Compliance: *Teachers were not provided with a written reminder about this policy in September of 2013.*

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

DATE: April 28, 2014

OE-10 (INSTRUCTIONAL PROGRAM)

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 expects all the 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.

10.10 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.	Compliant
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Interpretation:

The board expects that the school 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.

Indicators of Compliance:

We will know we are in compliance when:

- 1) The District academic calendar meets or exceeds minimum state requirements for instructional minutes and days of instruction.
- 2) All special holidays and breaks are consolidated with other releases and vacations to avoid single day disruptions to education for students.
- 3) English/Language Arts instruction occurs in a 120 minute literacy block in all elementary schools, K-5.
- 4) Math instruction occurs in a 60 minute numeracy block in all elementary schools, K-5.
- 5) Middle and High schools have no more than 5 minutes passing times.

Evidence of Compliance:

Indicator 1: District calendar meets state requirements for time and instructional minutes.	Compliant
<p>Evidence: <i>The District calendar has 180 days at all grade levels. Minutes as follows:</i></p> <p style="text-align: center;"> <i>4K - 442 (437 required by DPI), elementary – 1074 (1050 required by DPI)</i> <i>elementary (priority schools) – 1353 (1350 required by DPI)</i> <i>middle - (6th gr) 1137 (1050 required by DPI), (7th/8th gr) 1137 (1137 required by DPI)</i> <i>high school – 1137 (1137 required by DPI) in the current school year.</i> <i>These minutes meet (or exceed) Wisconsin state requirements.</i> </p>	
Indicator 2: The District calendar has two or less singleton holidays/vacation days	Compliant
<p>Evidence: 0% of scheduled days off fall in the middle of a week.</p>	
Indicator 3: Every elementary school teacher plans for a 120 minute literacy block for English/Language Arts instruction every day.	Compliant
<p>Evidence: 100% of elementary students receive 120 minutes of English/Language Arts instruction every day.</p>	

Indicator 4: Every elementary school teacher plans for a 60 minute numeracy block for Mathematics instruction every day.	Compliant
Evidence: 100% of elementary students receive 60 minutes of numeracy instruction every day.	
Indicator 5: All secondary schools limit passing times to 6 minutes or less.	Compliant
Evidence: Passing times for each school are: Case - 6 min, Horlick – 5 minutes, Park – 5 minutes, Gilmore – 4 minutes, Jerstad Agerholm – 4 minutes, McKinley – 4 minutes, Mitchell – 0 (students are escorted by staff each period), Starbuck – 4 minutes.	

10.11 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.	Non-Compliant
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Interpretation:

The Board expects the District 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.

Indicators of Compliance:

We will know we are in compliance when:

- 1) Every textbook for every course/subject is selected in a systematic process using criteria that include evidence of alignment to Results Policies, consistency across grades and schools wherever possible, direct alignment to District curriculum standards.
- 2) Every District curriculum and course outline document references pertinent and recommended pages, chapters, and units from adopted textbooks/resources for each standard in the curriculum or component of the course.

Evidence of Compliance:

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.	Non-Compliant
Evidence: <i>Current adopted textbooks have had varying processes for selection with inconsistent standards applied to selection criteria. (Beginning 2014-2015, all textbooks will be adopted through the 3 year curriculum review cycle.)</i>	
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	Non-Compliant
Evidence: <i>Few District curriculum and course outlines have specified reference to adopted textbooks and teaching resources.</i>	

10.12 Regularly evaluate materials and textbooks, and maintain a procedure for reviewing such materials upon formal request by a parent or other stakeholder.	<i>Non-Compliant</i>
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Interpretation:

The Board expects the District 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 all textbook and classroom teaching materials to be made available to the public upon request using a standardized Request for Review through the Chief Academic Office.

Indicators of Compliance:

We will know we are in compliance when:

- 1) All textbooks and adopted teaching materials for every content area in use in schools are adopted as a result of a tri-ennial textbook and materials evaluation which affirmed those materials as relevant, up-to-date and aligned to curriculum.
- 2) The Chief Academic Office responds, within 5 days, to every public request for review of textbooks or materials.

Evidence of Compliance:

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 9 years.)	Non-Compliant
Evidence: <i>17 textbooks currently in use have been an adoption date equal to or greater than 9 years.</i>	
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.	Compliant
Evidence: <i>No requests from the public to review texts or materials were received this year</i>	

10.13 Adequately monitor and control student access to and utilization of electronically distributed information.	Compliant
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Interpretation:

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

Indicators of Compliance:

We will know we are in compliance when:

- 1) Student use of District computers requires a signed Technology Use Agreement.
- 2) All Student attempts to access prohibited sites or protected information are blocked by the District's filters.

Evidence of Compliance:

Indicator 1: 100% of students using District-owned computers have a signed Technology Use Agreement on file.	Compliant
Evidence: <i>Students without signed Technology Use Agreements do not have access to the District computers.</i>	
Indicator 2: 100% of prohibited sites and information attempted to be accessed by students were flagged and blocked by the District's filters.	Compliant
Evidence: There have been no breaches of protected information or access to inappropriate sites on District computers.	

10.14 Ensure appropriate input from students, parents, teachers, administrators and other staff members involved in the instructional program as textbooks are reviewed and selected.	<i>Non-compliant</i>
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Interpretation:

The Board expects that textbook review and selection decisions are based on input from critical and affected District stakeholders.

Indicators of Compliance:

We will know we are in compliance when students, parents, teachers, and other staff have opportunities to give input in every textbook adoption decision.

Evidence of Compliance:

Indicator 1: 100% of textbook evaluation, enhancement and adoption decisions include evidence of input from stakeholders.	Non-Compliant
Evidence: <i>There has been inconsistent solicitation for feedback from stakeholders in textbook adoptions. (Compliance expected by 2015 as documented and formal input will be a formal part of the 3 year curriculum review cycle.)</i>	

10.15 Review school attendance boundaries annually to assure reasonable balance in student enrollment, including recommendations for any school additions or closings.	Compliant
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Interpretation:

The Board expects the District 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.

The Board expects the District to make recommendations in a timely manner for potential school closings, boundary changes or new school construction needs based on the Annual Review.

Indicators of Compliance:

- 1) The Annual Enrollment Review identifies schools that need to be closed, boundaries to be adjusted or the need for new school construction.

Evidence of Compliance:

Indicator 1: The Annual Review for 2014-2015 identified needed closings, boundary adjustments or facility construction.	Compliant
Evidence: <i>At the April 28, 2014 Board meeting: A) one school was identified for a boundary addition (RCLA). B) The Board approved 2 private school boundary changes for transportation. C) Wadewitz Elementary boundary temporary change from last fall was permanently changed.</i>	

10.16 Provide guidelines and direction to staff regarding the teaching of controversial issues.	<i>Non-Compliant</i>
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Interpretation:

The Board expects the District to clearly articulate procedures regarding the teaching controversial issues.

We interpret, "...controversial issues" to be 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.

Indicators of Compliance:

We will know we are in compliance when every teacher receives annual communication reminding them of the administrative regulation regarding the teaching of controversial topics.

Evidence of Compliance:

Indicator 1: Every teacher receives a written reminder about teaching controversial topics, with the policy attached, in September.	Non-Compliant
Evidence: <i>Teachers were not provided with a written reminder about this policy in September of 2013.</i>	

<p>The superintendent may not: 10.17 Change the basic grade configuration of district schools.</p>	<p>Compliant</p>
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Interpretation:

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

We interpret the "...basic grade configuration..." to mean that the current PK-5, 6-8 and 9-12 composition of district schools may not be altered without Board approval.

Indicator of Compliance:

We will know we are in compliance when the Board approves all grade configuration changes in RUSD schools based on recommendations from the Superintendent.

Evidence of Compliance:

<p>Indicator 1: All grade configuration changes are approved by the Board of Education.</p>	<p>Compliant</p>
<p>Evidence: <i>No grade change configurations have been recommended in the past year.</i></p>	

<p>The superintendent may not: 10.18 Change school attendance boundaries for students.</p>	<p><i>Compliant</i></p>
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Interpretation:

The Board holds authority for deciding any alteration or reconfiguration of lines drawn for student attendance boundaries. The Superintendent is prohibited from making such decisions without Board approval.

Indicators of Compliance:

We will know we are in compliance when the Board has approved every decision regarding changes in attendance boundaries.

Evidence of Compliance:

<p>Indicator 1: Every school boundary change is based on a Board vote for approval.</p>	<p>Compliant</p>
<p>Evidence: <i>No changes in attendance boundaries have been recommended. Wadewitz Elementary school's boundary change was voted to be permanent at the April 28, 2014 Board meeting.</i></p>	

Capacity Building

10.10

The Chief of Human Capital regularly oversees the District's compliance with state mandated minutes of instruction. This process includes working with Cabinet Administrators to make changes to the calendar and if needed, school days to meet minutes at all levels.

Building teams are utilizing early release time to reach consensus on school improvement plans and provide professional development surrounding these plans and other areas of need including Educator Effectiveness.

10.11

Work is currently underway to finalize a 3 year curriculum review cycle to include recommendations for textbook and resource adoptions and changes. The process will be finalized for use beginning 2014-2015.

Work will begin on alignment, and scope and sequence for all subjects and course outlines 2014-2015. Work will include specified references to adopted textbooks and other teaching resources. Work will be done with teams of teacher representatives from all levels.



Racine Unified School District
Operational Expectations Monitoring Report

OE-11 (LEARNING ENVIRONMENT/TREATMENT OF STUDENTS)
SUMMARY OF COMPLIANCE STATUS

Date: November 17, 2014

SUPERINTENDENT CERTIFICATION

With respect to Operational Expectation 11 (Learning Environment/Treatment of Students), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:

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

Executive Summary:

This is the first OE-11 report that the Board has received since the policy was combined in 2012. This past year, significant work was accomplished to ensure that the District established and maintained safe, respectful learning environments in all of our schools. We involved stakeholders in the creation of the student code book policy revision. Stronger safe guards have been put in place for protecting student information and ensuring appropriate permissions to prevent unnecessary or inappropriate collection of student information.

This OE-11 Monitoring Report is compliant with exception. The District is compliant in establishing an increasingly supportive climate for learning, protecting student information, involving stakeholders in developing policy, informing stakeholders of disciplinary expectations, enforcing discipline policies and addressing adult behaviors that hinder student performance or well-being. We are also compliant in prohibiting corporal punishment and disallowing unnecessary or inappropriate collection of student information.

The areas of non-compliance are:

- 11.1.1: PBIS will not be fully implemented across the district at all three tiers until Spring of 2017.
- 11.1.3: The disproportionality of suspensions for African-American students did not decrease last year.
- 11.1.4: The disproportionality of suspensions for Special Education students did not decrease last year.

Signed: 
Superintendent

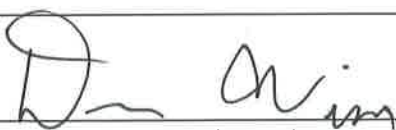
Date: November 3, 2014

BOARD OF EDUCATION ACTION

With respect to Operational Expectation 11 (Learning Environment/Treatment of Students), the Board:

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

Summary statement/motion of the Board: _____

Signed: 
Board President

Date: November 17, 2014

**Racine Unified School District
Operational Expectations Monitoring Report
November 17, 2014**

OE-11 (LEARNING ENVIRONMENT/TREATMENT OF STUDENTS)

The Superintendent shall establish and maintain a learning environment that is safe, respectful and conducive to effective learning.

Interpretation: The board expects the District to establish and maintain a learning environment that includes support for both the academic and social-emotional needs of all learners. In order for a school environment to be conducive to student achievement, it must be free of conduct that inhibits learning.

- Learning environment: An environment that is nurturing, welcoming and fosters academic achievement for all students.
- Safe: To be physically, emotionally, socially, and academically secure and free from anxiety.
- Respectful: Demonstrate regard and value for all students, staff and visitors.
- Effective learning: Students acquiring skills to their maximum potential in a nurturing and engaging environment that promotes student development.

11.1 The superintendent will maintain a climate that is characterized by support and encouragement for high student achievement.	Non-Compliant
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Interpretation: The Board expects all schools to provide a high level of pro-active strategies and support for students within the learning environment in order to promote learning and increase academic success. This includes creating school-wide Positive Behavior and Intervention Supports (PBIS) for school structures, social skills instruction, social-emotional development.

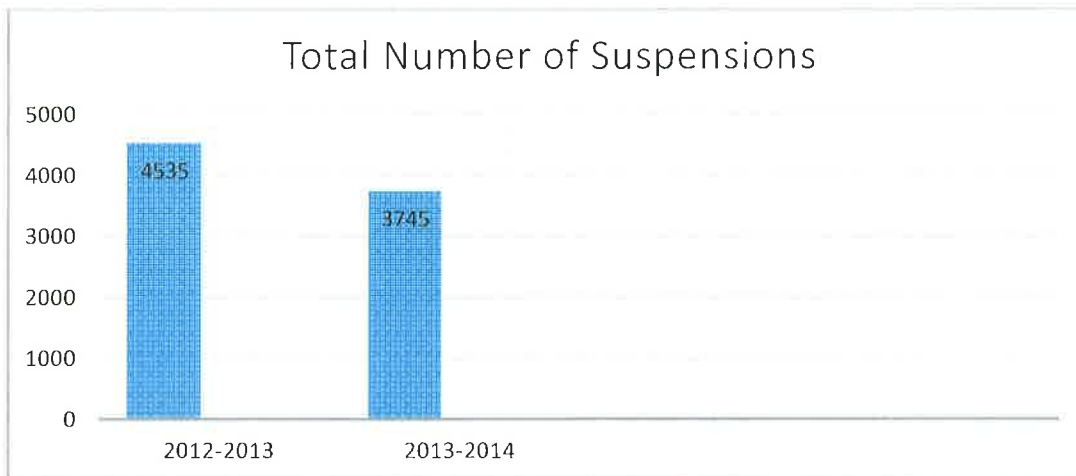
- **Encouragement:** Provision of positive support for students to access learning at their individualized academic level.
- **Achievement:** Demonstrating academic skills to maximum potential based on report card grades and assessments.

Indicator 1: All schools will implement Positive Behavior and Intervention Supports at Tier 3 resulting in fewer office referrals for discipline. (Goal of Spring 2017)	Non-Compliant
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Evidence: 31 Schools are implementing PBIS Tier 1, 4 Schools are implementing Tier 2, 0 schools at Tier 3.

Indicator 2: The number of suspensions will reduce by 10% per year for the next 5 years.	Compliant
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Evidence: The total number of number of suspensions decreased by 17% from the 2012-2013 school year to the 2013-2014 school year.



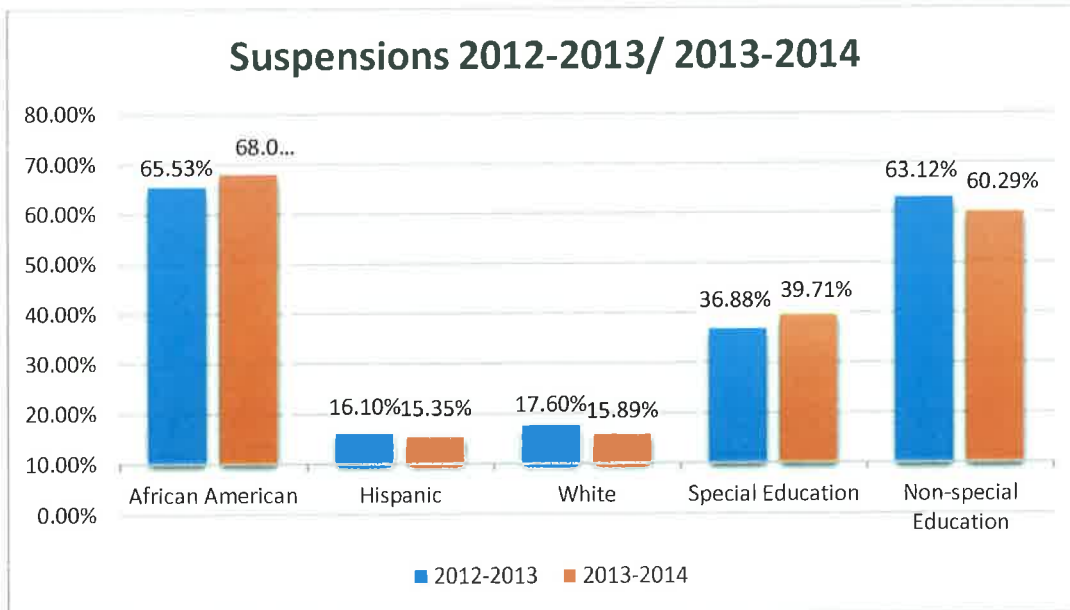
Indicator 3: Disproportionality of suspensions for African-American students will decrease by 5% per year for the next 5 years.	Non-Compliant
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Evidence: Suspensions for African American students increased by 3% during the 2013-2014 school year when compared to the 2012-2013 school year.

Indicator 4: Disproportionality of suspensions for Special Education students will decrease by 5% per year for the next 5 years.

Non-Compliant

Evidence: Suspensions for Special Education students increased by 2.83% during the 2013-2014 school year when compared to the 2012-2013 school year.



Indicator 5: The affirmative responses to questions on the Youth Risk Behavior Survey indicating that students feel supported by their teachers will increase by 5% each year with a goal of 90%. *See Capacity Building, Item 9*

Baseline Data Year

Evidence 1: For survey question #18, 89.7% of students reported “0 days” when asked “During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or home from school?”

Evidence 2: For survey question #45, 63% of high school students responded “Yes”, that they have “at least one teacher or other adult in their school that they are able to talk to if they have a problem.”

Evidence 3: For survey question #51, 52% of high school students responded “Yes”, that their “teachers notice when they are doing a good job and let them know about it.”

Evidence 4: For survey question # 53, 56.2% of students responded **Strongly Agree or Agree** and 30% of students responded “**Neither agree nor disagree**” when responding to the statement, “I feel safe at my school.”

11.2 Assure that all confidential student information is properly used and protected.	Compliant
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Interpretation: The Board expects that all student educational records will be maintained with safeguards to insure security of information. Only parents and/or guardians have access to this information because Family Educational Rights and Privacy Act (FERPA) requirements are enforced with fidelity.

- Confidential: Restricted information that is to be kept private.
- Protected: Confidential information will only be shared with legal guardians or others who have legitimate access under FERPA.
- Properly used: Professional staff are limited in access to student information based on specific purposes and use this information discretely while maintaining confidentiality.

Indicator 1: 100% of student information and data, as described in <i>Croft Administrative Regulations 4116.23</i> , are protected.	Compliant
Evidence: No documented infractions of <i>Croft Administrative Regulations 4116.23</i> occurred during the 2013-2014 school year.	
Indicator 2: The district assures that 100% of parent/guardian requests for exemption from sharing student directory information are honored, except as required by law for access to District technology use.	Compliant
Evidence: 2,428 parent requests to exclude directory information were received. 100% were honored by the Office of School Data.	

11.3 Appropriately involve teachers, administrators, students and the community in developing student discipline policy.	<i>Compliant</i>
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Interpretation: The Board expects active participation from all school district stakeholders to ensure access to information and voice in the discussion, development and publishing of any policy that focuses on student discipline.

- Appropriately: Communicating openly and widely across the organization about opportunities to gain information about or participate in any student discipline policy development.
- Student discipline policy: The Code Book of Rights and Responsibilities adopted by the Board August 2014.

Indicator 1: 100% of the committee for revision of the Code Book of Rights and Responsibilities consisted of administrators, teachers, educational assistants, and students.	Compliant
Evidence: Members of the Code Book of Rights and Responsibilities Committee included 4 teachers, 2 principals, 5 student leaders and 5 Administrative Service Center members.	
Indicator 2: Multiple opportunities were given to provide feedback on the revision of the Code Book of Rights and Responsibilities.	Compliant
Evidence 1: Two Board of Education work sessions offered Board members opportunities for input on the draft of the Code Book of Rights and Responsibilities.	
Evidence 2: Five meetings with teacher focus groups were held for input on the revision of the Code Book of Rights and Responsibilities.	
Evidence 3: Three meetings of a representative grouping of K-12 administrators were held for input on the revision of the Code Book of Rights and Responsibilities.	
Evidence 4: The Code Book of Rights and Responsibilities was presented to the Parent Key Communicators for revision and review on two occasions.	

11.4 Assure that teachers, students and parents are informed of the disciplinary expectations of students	<i>Compliant</i>
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Interpretation: The Board expects that staff, students and families are provided information on at least an annual basis about the behavior expectations outlined in the Code Book of Rights and Responsibilities.

Indicator: The Code Book of Rights and Responsibilities will be provided annually to all teachers, parents and students.	Compliant
Evidence 1: All teachers were presented with the Code Book of Rights and Responsibilities during the first staff meeting in September at each school.	
Evidence 2: All secondary students were provided a copy of the Code Book of Rights and Responsibilities during the first week of school.	
Evidence 3: All parents received a copy of the Code Book of Rights and Responsibilities via mailings, student back pack or open house.	
Evidence 4: The Code Book of Rights and Responsibilities is always available on the district webpage for all stakeholders.	

11.5 Ensure that all policies and procedures regarding discipline are enforced consistently using reasonable judgment.	<i>Compliant</i>
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Interpretation: The Board expects that the practices and strategies outlined in the Code Book of Rights and Responsibilities are followed with the same principles and with appropriate judgment for each student discipline case by all staff.

- Discipline: Behavior infractions that occur within school boundaries and supervision.
- Enforced: Monitored and acted upon based on the guidelines of the Code Book of Rights and Responsibilities.
- Consistently: All staff are following the guidelines of the Code Book of Rights and Responsibilities as intended for all students.
- Reasonable judgment: All staff who address behavior infractions use the Code Book of Rights and Responsibilities for guidance.

Indicator: 100% of student infraction incidents follow due process while investigating and determining discipline action, especially suspensions and expulsions.	Baseline Data Year
Evidence: Evidence data to be collected.	

<p>The Superintendent may not: 11.6 Tolerate any behaviors, actions or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.</p>	<p><i>Compliant</i></p>
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Interpretation: The Board expects that any adult interacting with students is responding with the best interest of the student in order to support and promote the academic performance. Any response, perception or viewpoint of the adult that prevents this performance will not be allowed.

- Tolerate: Negative adult behaviors, especially toward students, will not be allowed or go unaddressed.
- Behaviors, action or attitudes: Verbal comments/statements or physical actions toward students.
- Contact: Acting in the role of teacher, supervisor or support to students.

<p>Indicator: Every case of reported misconduct of an employee is addressed through the Employee Relations Department.</p>	<p>Compliant</p>
<p>Evidence: 61 cases of adult misconduct toward students were reported to the Office of Human Capital. 100% were investigated, followed due process and, if warranted, corrective action taken based on findings by the Employee Relations Department.</p>	

<p>11.7 Permit the administration of corporal punishment.</p>	<p><i>Compliant</i></p>
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Interpretation: The Board expects that the District will not tolerate any instance or act of physical discipline by any District employee.

- Corporal punishment: Physically inflicting harm to the body for the purpose of correcting misbehavior, resulting in pain and embarrassment to a child.

<p>Indicator: Every case of corporal punishment is investigated and addressed by the Office of Human Capital.</p>	<p>Compliant</p>
<p>Evidence: 9 reported corporal punishment cases were referred and reviewed. 100% were investigated, followed due process and, if warranted, corrective action taken based on findings by the Employee Relations Department.</p>	

11.8 Permit unnecessary or irrelevant collection of student information.	<i>Compliant</i>
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Interpretation: The Board expects that requests to collect student information are reviewed for relevancy and purpose.

- Unnecessary and irrelevant: Information that is not relevant to the vision and mission of the district or in the best interest of students.

Indicator: All requests for collection of student information are reviewed by the Executive Director of Elementary or Secondary Assessment and Accountability as outlined in Board Policy 6141.6a.	Compliant
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Evidence: Four formal requests for student information were received and reviewed by the Office of Assessment and Accountability. Two were approved.

<p>11.9 Permit unruly student behaviors that disrupt learning. Prohibited behaviors include:</p> <ol style="list-style-type: none"> the use of drugs, alcohol or tobacco products by students and adults on school property and at school-sponsored events; the presence of firearms and other dangerous weapons on school property and at school-sponsored events; any form of bullying, disrespect or violence on school property and at school-sponsored events. 	<i>Compliant</i>
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Interpretation: The Board expects the District to reasonably prevent, discourage or ban any incident that negatively impacts student learning. As defined in a-c, the Board explicitly expects any illegal activity to be banned.

- Unruly: Behavior that disrupts or has a negative or unsafe impact on the learning environment or any school activity.
- Prohibited: Forbidden on school grounds and during any school-sponsored activity.

Indicator: All prohibited behaviors are disciplined according to the Code Book of Rights and Responsibilities.	Compliant
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Evidence: 84 students were expelled for engaging in prohibited behaviors; i.e. drugs, alcohol, weapons or violent behavior.
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Capacity Building / Goals for 2014-2015

Through the Office of School Climate and Student Support, the superintendent will continue to develop and implement initiatives to improve school climate and support for students. The 2014-15 initiatives will include:

11.1.1: Continued training and support of Positive Behavior and Intervention Support (PBIS) in every school by developing an external coaching structure for tiered implementation of PBIS. The goal is to increase the number of Tier 2 and Tier 3 PBIS schools in the District.

11.1.1: Begin to collect data on the number of office discipline referrals with a goal of decreasing the number each year.

11.1.1: Implement research-based successful models for establishing positive school climate as follows:

- Responsive Classroom Model for three additional elementary schools resulting in five total schools. Provide on-going coaching at all five schools.
- Developmental Design Model training for three additional middle schools resulting in four total schools. On-going coaching at all four schools.
- Violence Free Zones* Model in three middle schools as a bridge from school to community.
- Restorative Justice Practices in one high school and the alternative site for middle and high school.

11.1.1: Begin use of District's Bully/Harassment Form to document and collect baseline data about incidents and investigations.

11.1.4: Expand the number of students who take the annual Youth Risk Behavior survey to include all high school students, middle school students (November of 2014) and identify an elementary school student climate survey.

11.2: Develop guidelines for addressing and documenting requests for student information.

11.2: Every September, guidelines for protecting student confidentiality and the use of student names and information will be sent to all staff.

11.3: The Code Book of Rights and Responsibilities will be reviewed for feedback and recommendations by the Superintendent's Student Advisory Council.

11.5: School administrators will receive student due process disciplinary training. Student discipline referrals for suspension and expulsion will be monitored to insure due process is followed in every case.

11.5: Begin collecting the following two pieces of baseline data to insure student due process for disciplinary actions:

- Number of suspension and expulsion referrals with documented evidence of following due process.
- Number of discipline cases overturned because due process was not followed.

11.6: Train and certify RUSD CPI trainers to insure all building administrators and appropriate educational assistants and teaching staff receive CPI (restraint) training and certification. This includes recertification and refresher sessions.

NOTE: The Superintendent requests that the Governance Committee consider moving Policy 11.6 and 11.7 to OE-4 because they relate to adult behaviors and the evidence for the indicators resides in the Office of Human Capital.



Racine Unified School District
Operational Expectations Monitoring Report

OE-12 (FACILITIES)
SUMMARY OF COMPLIANCE STATUS

Date: December 12, 2014

SUPERINTENDENT CERTIFICATION

With respect to Operational Expectation 12 (Facilities), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:

	In Compliance
XX	In Compliance with Exceptions (as noted in the evidence)
	Not in Compliance

Executive Summary:

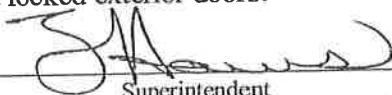
This report monitors OE-12 policy for September 1, 2013 through August 31, 2014. This monitoring report is compliant with exceptions

The Buildings and Grounds Department has made significant progress toward meeting the expectations of the Board of Education related to the management, maintenance and operation of District facilities. This Operational Expectations Monitoring Report summarizes the results of the activities of the preceding year, 2013-14, to meet these expectations.

The Building and Grounds Department has made substantial improvement in developing strategies and systems to shift from a reactive to a proactive focused team. Accomplishments included:

- A 5-year Capital Projects Needs Plan (Section 12.1) forms the basis for decisions regarding which capital improvements maintenance/modernization work occurs each year. This facility plan also forms the basis for the work of the Facility Advisory Council.
- A first time "Age and Obsolescence Plan" for equipment replacement (Section 12.2) was developed as a basis for decisions for purchase and replacement.
- An Operations and Maintenance Plan (Section 12.3) is in place for all major building systems and components.

Last year's OE-12 monitoring report was non-compliant for 8 indicators in three sections. This year, two indicators are non-compliant. OE-12.2.2 is non-compliant for capital decisions outside of performance contracts having documented evidence of life cycle cost analysis. OE 12.3.5 is non-compliant because only two schools have a separate, secure entrance beyond locked exterior doors.

Signed: 
Superintendent

Date: December 8, 2014

BOARD OF EDUCATION ACTION

With respect to Operational Expectation 12 (Facilities), the Board:

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

Summary statement/motion of the Board Ms. Handrow moved, Mr. Eperjesy seconded, to approve the Operational Expectations-12 (Facilities) Monitoring Report as being in compliance with exception in Section 12.2.2 and 12.3.5. All were in favor.

Signed: 
Board President

Date: December 15, 2014



Racine Unified School District
Operational Expectations Monitoring Report
DATE: December 12, 2014

OE-12 (FACILITIES)

The superintendent shall assure that physical facilities support the accomplishment of the Board's *Results* policies, are safe, efficiently used and properly maintained.

Interpretation: The Board of Education expects the superintendent to assure that the condition, cleanliness and safety of the schools contribute to the Results our students achieve.

- Physical facilities: Includes all buildings, grounds, athletic areas, offices and warehouse spaces.
- Support the Board's Results Policies: At or above grade level student achievement in reading, writing, speaking, listening, math, science, social studies, arts, technology and physical education that prepare students for academic and personal success in their careers, in life and in the global community.
- Safe: Free of physical hazards, environmental hazards and secure from unauthorized entry.
- Efficiently used: (1) Using all available spaces to maximize learning and achievement, (2) managing and maintaining systems so that utility costs are reasonable and appropriate, and (3) available for community use when not in conflict with District use or District policy.
- Properly maintained: All buildings and grounds are cleaned regularly, properly stocked, repaired as necessary, and kept attractive and neat in appearance.

<p>12.1 The superintendent will: Develop a plan that establishes priorities for construction, renovation and maintenance projects that:</p> <ol style="list-style-type: none"> a. Assigns highest priority to the correction of unsafe conditions; b. Includes maintenance costs as necessary to enable facilities, either open or closed, to reach their intended life cycles; c. Plans for and schedules preventive maintenance; d. Plans for and schedules system replacement when new schools open, schools are renovated or systems replaced; e. Discloses assumptions on which the plan is based, including growth patterns and the financial and human impact individual projects will have on other parts of the organization. 	<p><i>Compliant</i></p>
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Interpretation: The Board of Education expects the superintendent to maintain a plan and system that identifies priorities and needs for new buildings, as well as rehabilitation and redesign of existing buildings, and make certain that buildings meet their intended life cycles. The Board expects the District plan to include:

- a) life safety issues and assigns those issues a greater weight;
- b) on-going costs required to maximize the intended life of facilities;
- c) maintenance to prevent premature failure;
- d) system replacement for existing and planned facilities; and,
- e) analysis of the impact that projects will have on costs and staffing, and lists assumptions used in the decision process.

<p>Indicator 1: A capital facility improvement and maintenance plan for at least 5 years is presented to the Board annually.</p>	<p>Compliant</p>
<p>Evidence: Long-range Facilities Improvement Plan was developed and presented to the BOE on March 3, 2014.</p>	
<p>Indicator 2: A report as to the completion of items from the first year of the previous year's plan will be presented to the Board annually.</p>	<p>Compliant</p>
<p>Evidence: A list of projects completed in 2013-14 presented to the Board on November 3, 2014. <i>See Appendix A.</i></p>	
<p>Indicator 3: The prioritized list for capital maintenance and the systems, assumptions and processes used to develop it, is presented to the Board annually.</p>	<p>Compliant</p>
<p>Evidence: A capital maintenance prioritized list of needs was presented as part of the Long-range Facilities Improvement Plan at the March 3, 2014 Board of Education meeting. <i>See Appendix B.</i></p>	

12.2 The superintendent will: Project life-cycle costs as capital decisions are made.	<i>Non-Compliant</i>
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Interpretation: The Board of Education expects the superintendent to assure the appropriate life-cycle analysis is completed before making decisions regarding capital expenditures.

- Life-cycle: The projected useful life expectancy for structures, systems or equipment
- Life-cycle cost: An analysis of cost benefits for projects to determine the maximum benefit at the lowest cost.
- Capital decisions: Projects and expenditures for an amount greater than \$100,000 with a useful life of more than one year.

Indicator 1: 80% or more of equipment identified for replacement on an annual age and obsolescence plan is replaced each year.	Compliant
Evidence: For the 2014-15 fiscal year, the plan is funded to \$295,500 of \$371,000 (80%). <i>See Appendix C.</i>	
Indicator 2: Life-cycle/cost analysis is used to determine 100% of capital decisions for facility improvements.	Non-Compliant
Evidence 1: All performance contract projects in 2014 were selected based on life cycle/cost analysis.	
Evidence 2: Other capital decisions were made considering life cycle cost analysis. Documented evidence is not available.	

<p>12.3 The superintendent will: Assure that facilities are clean and safe.</p>	<p><i>Non-Compliant</i></p>
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Interpretation: The Board of Education expects the superintendent to assure that every school and facility is clean, safe and kept in good repair.

<p>Indicator 1: Cleanliness: 85% of quarterly inspections are rated a 3 or better on the American Physical Plant Administrators (APPA) cleanliness rating scale.</p>	<p>Compliant</p>
<p>Evidence: A total of 355 inspections were conducted. 92.5% of these inspections had an APPA rating of level 3 or better. Each inspection has 17 quality areas to be inspected. This totals 6,035 items inspected. 5,579 of these items meant the APPA level 3 or better. See Appendix D.</p>	
<p>Indicator 2: Good Repair: 50% of approved work orders are completed within 7 days and the average time for work order completion is less than 90 days.</p>	<p>Compliant</p>
<p>Evidence: Of the 12,570 work orders, 57% were completed within 7 days. The overall average completion work order time was 83 days. 96% of all work orders are completed within 6 months or less. See Appendix E.</p>	
<p>Indicator 3: Good Repair: 95% of critical building systems receive preventive maintenance service at prescribed intervals.</p>	<p>Compliant</p>
<p>Evidence: 98% of critical building systems received preventive maintenance on schedule. See Appendix F.</p>	
<p>Indicator 4: Safe: Safety inspections are conducted at every District facility on a three-year cycle. 100% of recommendations from safety inspections are reviewed and prioritized for action based on safety, security and funding.</p>	<p>Compliant</p>
<p>Evidence: Safety inspections were scheduled and conducted at 10 buildings during the 2013-2014 school year. Nine (9) schools are scheduled for safety inspections during the 2014-2015. See Appendix G.</p>	
<p>Indicator 5: Safe: 100% of facilities have secure entrances requiring visitor enter the building through a physical office area prior to entering the school proper.</p>	<p>Non-Compliant</p>
<p>Evidence: Three (3) of 32 facilities have visitor security entrances. Refer to "Capacity Development and Improvement Plan" Section 1.</p>	
<p>Indicator 6: Safe: The fire department conducts annual safety inspections at all buildings. 100% of identified violations are corrected.</p>	<p>Compliant</p>
<p>Evidence: The fire department conducted annual safety inspections at all 32 schools and 100% of identified violations were corrected. A total of 38 inspections were conducted due to multiple inspections to follow-up on the items identified as violations and additional conducted by the fire department due to inspections being completed twice in the reporting period.</p>	

<p>12.4 The superintendent will: Develop and consistently administer facilities use guidelines delineating:</p> <ol style="list-style-type: none"> a. permitted uses; b. the applicable fee structure; c. clear user expectations, including behavior, cleanup, security, insurance and damage repair; d. consequences and enforcement procedures for public users who fail to follow the established rules. 	<i>Compliant</i>
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Interpretation: The Board of Education expects the superintendent to encourage the community to use District facilities. The Board also expects the superintendent to provide information about how the community may use District facilities, expects the rules to be applied equitably and fairly for all, that the rules clearly state allowable uses, required fees, expected decorum and user responsibilities, including liability insurance, and that users not complying with rules or payment of fees to be denied future use.

<p>Indicator 1: Permit process and rules are easily accessible to the public.</p>	Compliant
<p>Evidence: The District website (www.rusd.org) provides the public with access to information about rules and permit application and submission.</p>	
<p>Indicator 2: Permits are issued in a timely fashion (within 30 days of request).</p>	Compliant
<p>Evidence: 1,982 permit requests were processed and issued within an average of 24.6 days. There were a total of 15,908 events for the 2013-2014 school year.</p>	
<p>Indicator 3: Every procedural concern was addressed with facility users within 5 business days.</p>	Compliant
<p>Evidence:</p> <ul style="list-style-type: none"> • No major issues were reported for damage or inappropriate use of District facilities requiring canceling of a permit or denial of a request for permit. • No facility use permits were revoked or suspended. 	

12.5 The superintendent may not: Build or renovate buildings	<i>Compliant</i>
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Interpretation: The Board of Education expects the superintendent to assure that major renovations and building construction are approved by the Board.

- Major renovations: Projects in excess of \$100,000.

Indicator: All major construction activities are presented to the Board and approved by Board action, and no projects were undertaken by the Superintendent to initiate new construction or to redesign/upgrade existing facilities, without Board approval.	Compliant
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Evidence:

- 2 performance contracts were approved by the Board.
- 13 major renovation project contracts were approved by the Board

<p>12.6 The superintendent may not: Recommend land acquisition without first determining growth patterns, comparative costs, construction and transportation factors and any extraordinary contingency costs due to potential natural and man-made risks.</p>	<p><i>Compliant</i></p>
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Interpretation: The Board of Education expects the superintendent to assure that when land acquisition is needed for future facilities, the District will fully research and understand where the growth is within the district's boundaries of the community; what the pricing is of other comparable properties that were considered; what the price and timelines are related to development and building; what the implications are of travel costs and distance to the site for the potential users; and what any possible liabilities are of the site based on location. Board approval will be required before acquisition.

<p>Indicator: All land acquisitions are approved by the Board of Education and a comprehensive analysis and feasibility study of any property is presented to the Board prior to recommendation for purchase.</p>	<p>Compliant</p>
<p>Evidence: No land acquisitions were made.</p>	

<p>12.7 The superintendent may not: Authorize construction schedules and change orders that significantly increase cost or reduce quality.</p>	<p><i>Compliant</i></p>
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Interpretation: The Board of Education expects the superintendent to assure that capital projects are completed within the budget approved by the Board of Education and within bid specifications.

- Significant increase: An increase to project costs of either 15% of the project cost or \$100,000 or more, whichever is less.

<p>Indicator: : All contracts and projects are administered so that construction change orders are rarely needed, and, if so, do not increase costs by 15% or more, or reduce quality of intended project.</p>	<p>Compliant</p>
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Evidence:

- 2 performance contracts approved by the Board – No change in contracts costs.
- 11 renovation projects – Net decrease in contract costs.
- 2 renovation projects – Net increase in costs ranging from 12-14%.

<p>12.8 The superintendent may not: Unreasonably deny the public's use of facilities as long as student safety, student functions, and the instructional program are not compromised.</p>	<p><i>Compliant</i></p>
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Interpretation: The Board of Education expects the superintendent to make District properties available to qualified community groups but requires that the security for students, their events and the learning in the schools will not be negatively impacted.

<p>Indicator 1: Any denial of facility use is based on established Use and Permit Policies.</p>	<p>Compliant</p>
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Evidence: Of the 1,982 building use requests received, a total of 7 permits were declined (less than 1 percent (<1%) of the total permits issued. *See Appendix H.* Reasons for declining the requests include:

- School declined due to room use conflicts (2)
- Declined due to summer hours and no evening service (3)
- Declined by school (2)

Action Plan to Improve/Enhance OE-12:

Through the Office of the Chief Operations Officer, the superintendent will continue to address areas of non-compliance in OE-12. The 2014-15 action plan include:

12.1: Beginning this year, the Building and Grounds Department will regularly report to the Board its work on annual capital projects and facilities maintenance.

Annual Capital Projects and Facility Maintenance Calendar

Sept	Oct	Nov	Dec-May	June-Aug
Report on completed major maintenance and construction projects	Facility Advisory Council presents the rolling 3-year plan	OE-12 monitoring report	Facility Council recommends projects (Feb) Vote on RFP/Bids and contracts Maintenance and capital projects completed, where possible	Majority of recommended and approved capital projects & maintenance work completed

12.2: Documented evidence of life cycle cost analysis will be incorporated into all capital project decisions.

12.2: The scoring rubric used for scoring capital project items will be adjusted to score safety as the highest factor.

12.3: To insure student safety, beginning this year, documentation of the completion of every school’s monthly safety drills will be maintained and shared with the Board as part of this OE.

12.3.5: The Building and Grounds Department is developing plans for construction and remodeling necessary for the construction of secure visitor entrances for all District facilities. These secure entrances require visitors to physically enter an office environment for signing in and screening prior to allowing entrance into the building proper where staff and students are located.

This system would be an addition to the existing security buzzer/intercom system and electronic latches that exist at all facilities at this time.

The Building and Grounds Department completed two secure entrances during the 2013-14 school year (Mitchell Elementary and Gilmore Middle). Plans are being developed for additional implementations at 8-10 facilities on an annual basis with completion planned in 4 years, pending funding. The referendum, if passed, will provide revenue to complete this plan at all schools over the next few years.

12.3.6: Beginning this year, fire department safety inspection violations and the follow-up corrections will be maintained in a document to share with the Board.

12.4.3: This year, the Building and Grounds Department will monitor that facility use issues/concerns are addressed within 5 days of becoming aware of the concern.

12.7: The Department will record the results of punch-list inspection completions as an indicator of maintenance of the quality of projects.

Capacity Building – Funding/Staffing:

1. With the passage of the referendum, an additional staff position should be considered for the Building and Grounds Department in the next fiscal budget.

2. Increase the District budget for facilities maintenance by at least \$200,000 in the FY16 budget through identifying Department efficiencies and other budget adjustments.
3. Consider fully funding replacement of capital equipment based on age and obsolescence plan for the FY16 budget.



**Racine Unified School District
Results Monitoring Report**

R-2 (ACADEMIC ACHIEVEMENT- MATHEMATICS)

Date: September 22, 2014

SUPERINTENDENT CERTIFICATION

With respect to Results Policy R-2 (Academic Achievement - Mathematics), the superintendent certifies that the following information is accurate and complete, and that the District is:

- Making reasonable progress toward achieving the desired results
- Making reasonable progress with the exceptions noted
- Failing to make reasonable progress

Note:

- Reasonable progress in Mathematics growth occurred at grades 4, 7, and 8 as evidenced by;
 - 1) an increase in the percent of students meeting end of year MAP math growth targets,
 - 2) an increase in the percent of students proficient/advanced on state math assessments.
- This progress correlates with the grades with the highest percent of student participation in *First in Math*.
- Reasonable progress in Mathematics growth occurred at grades 1-8 as evidenced by;
 - 1) An increase in the percent of students meeting end of year MAP math growth targets.
- This progress correlates with the District's first year of attention on students' math growth.
- Reasonable progress in Mathematics achievement occurred at grade 10 as evidenced by;
 - 1) An increase in the percent of students proficient/advanced on state math assessments,
- This progress correlates with high school level discussions around Common Core State Standards

Signed: 
Superintendent

Date: September 16, 2014

BOARD OF EDUCATION ACTION

Dr. Frontier moved, Pastor Hargrove seconded, to accept the Results-2 (Academic Achievement-Math) Monitoring Report as the organization and the superintendent failing to make reasonable progress. All were in favor.

- Making reasonable progress toward achieving the desired results
- Making reasonable progress with the exceptions noted
- Failing to make reasonable progress

Commendations and/or recommendations, if any:

Signed: 
Board President

Date: 10-13-14



Racine Unified School District RESULTS Monitoring Report

R-2 (ACADEMIC ACHIEVEMENT - MATHEMATICS)

Purpose of the Results Monitoring Report:

The purpose of this report is to assert to the Board the degree of reasonable progress being made to achieve the Results identified by the Board in Policy R-2 (Mathematics).

Policy Statement:

Students will achieve academically at levels commensurate with challenging and yearly personalized learning goals. Each student will achieve at or above grade level in the following disciplines:

- Reading
- Math
- Language Arts
- Writing
- Science
- Social Studies
- Arts - music, visual art and drama
- Technology
- Physical Education

Priority is focused on reading, writing and math achievement as fundamental to any further achievement.

Interpretation:

The Board of Education expects that every student in RUSD is able to demonstrate mathematics skills at or above expectations for the grade level in which they are enrolled. The Board believes that a child's ability to do mathematics is an essential skill for academic success.

R-2.1 Students will achieve academically at levels commensurate with challenging and yearly personalized learning goals.

Improvement Needed

Interpretation:

The Board of Education expects high levels of performance for each student based upon the annual determination of achievement of personal goals in mathematics that are rigorous for each individual student. Personalized mathematics goals are determined based upon each student's needs, interests and current performance. Accomplishment of these goals results in high levels of mathematics achievement for all students.

Indicators of Reasonable Progress:

1. Every student, PreK through grade 12, has a personalized mathematics goal based on their current performance, strength and needs.
2. Every student, PreK through grade 12, meets or exceeds their personalized mathematics goal.

Indicator 1:

100% of students have an annual personalized mathematics goal based on assessment measures appropriate for the grade level in which they are enrolled.

Improvement Needed

Evidence:

- PreK4-K5 students do not have personalized annual mathematics goals.
- Every student in grades 1-8 has an annual mathematics goal based on Fall MAP RIT scores and the predicted growth target from NWEA.
- Students in grades 9-12 do not have personalized annual mathematics goals.

Indicator 2:

The percent of students in grades 1-8 meeting or exceeding annual growth targets in mathematics on the Measures of Academic Progress (MAP) assessments will increase each year, with a target of 100%.

Reasonable Progress

Evidence:

- 55.3% of **all** students in grades 1-8 met their individual mathematics growth targets (+1.5% from previous year)
- 57% of all **elementary school** students met their individual mathematics growth targets (+2% from previous year).

Grade 1: 62% met their growth targets (+4.9% from previous year).
 Grade 2: 55.2% met their growth targets (-.1% from previous year).
 Grade 3: 56.5% met their growth targets (-2.5% from previous year).
 Grade 4: 55.9% met their growth targets (+1% from previous year).
 Grade 5: 56.7% met their growth targets (+2.9% from previous year).

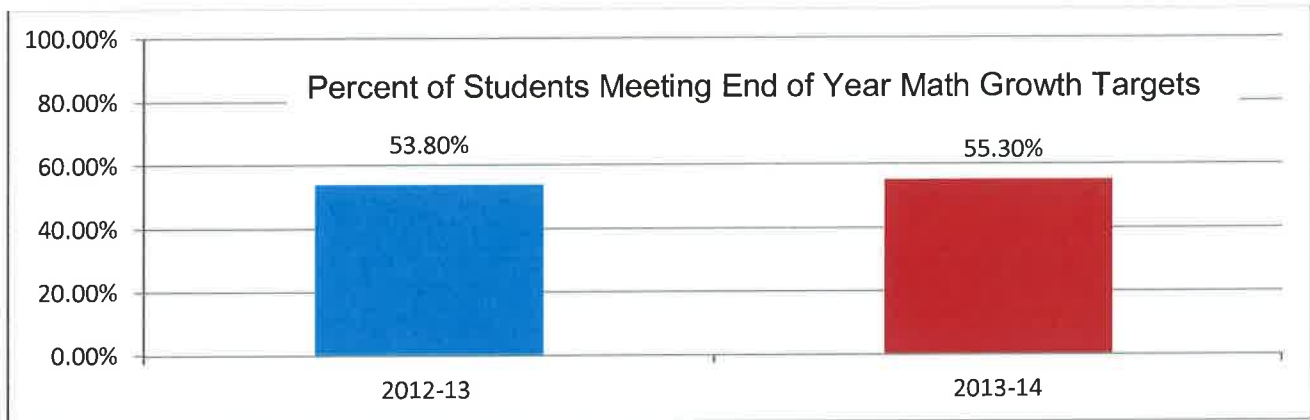
- 52% of all **middle school** students met their growth targets (+2% from previous year).

Grade 6: 46.8% met their growth targets (-2.7% from previous year).
 Grade 7: 50.2% met their growth targets (+3% from previous year).
 Grade 8: 58.7% met their growth targets (+4.8% from previous year).

Data disaggregated by subgroups in Appendix.

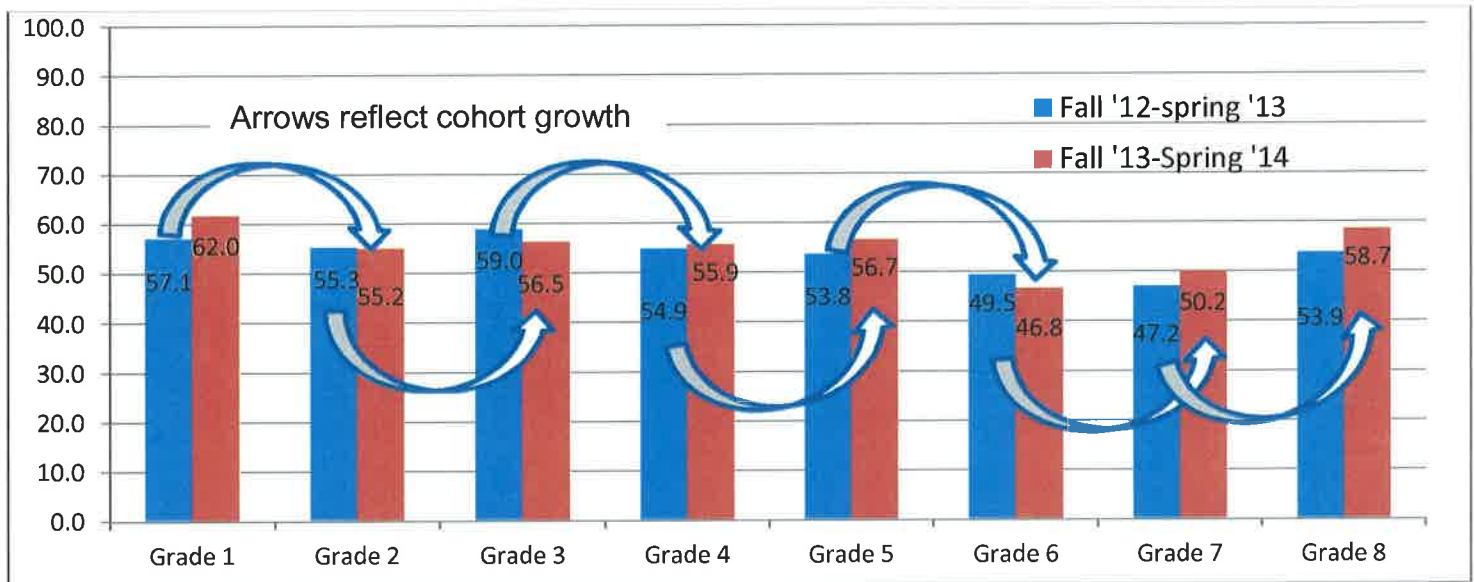
MAP: Student Mathematics Growth Summary, Grades 1-8 Combined:

The percent of all students in grades 1-8 meeting yearly growth targets on the Measures of Academic Progress (MAP) assessments.



MAP: Student Mathematics Growth Summary by Grade Level:

The percent of elementary and middle school students meeting yearly growth targets on the Measures of Academic Progress (MAP) assessments by grade.



Analysis:

- Results at the elementary and middle school levels show an increase in the percent of students meeting their end of year targets, possibly attributed to the District focus on student growth.
- An increase at grades 4, 5, 7, and 8, correlates with *First in Math* use.
- No discernable growth patterns at elementary level with cohort groups, possibly attributed to a lack of professional development.
- Noticeable dip occurs with the 5th to 6th grade cohort (-9.9%), possibly attributed to the transition to middle school.
- Middle school level cohorts consistently increased, possibly attributed to an increased effort to attract licensed teachers with specialized math training and certification.

R-2.2 Each student will achieve at or above grade level in Mathematics.	Improvement Needed
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Interpretation:

The Board of Education expects every student to perform at or above grade level proficiency in mathematics on state assessments and perform at or above college readiness benchmarks on nationally normed assessments.

Indicators of Reasonable Progress:

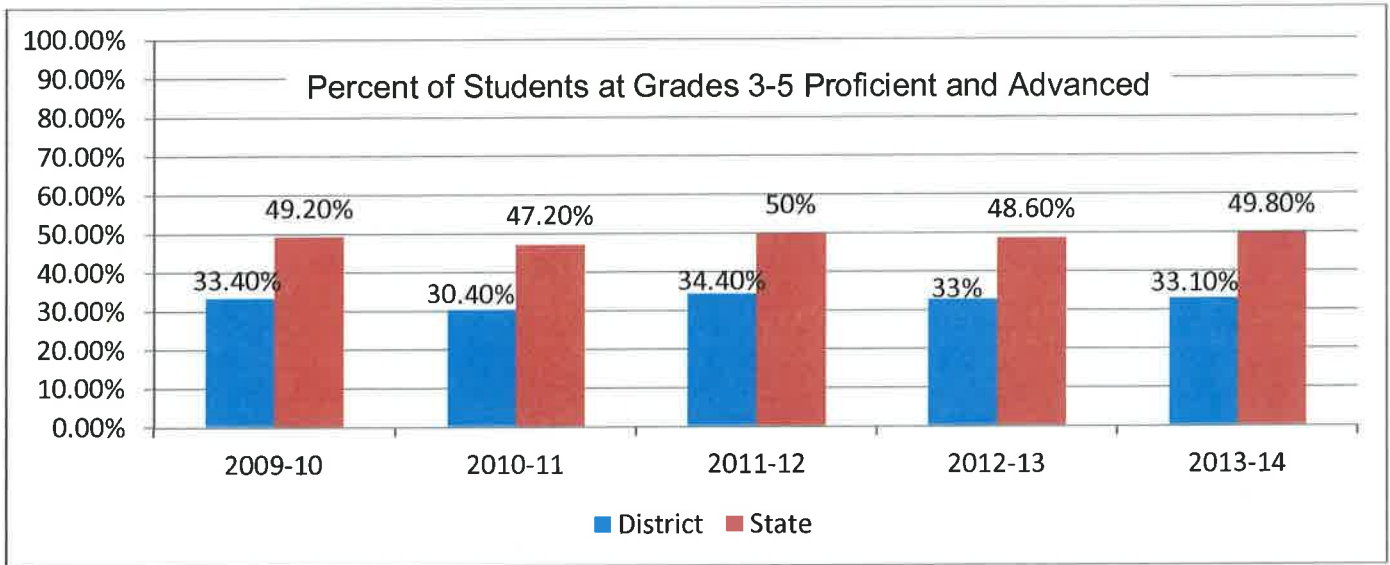
1. All students in grades 3 through 8 and grade 10 score proficient or advanced in mathematics on the Wisconsin Knowledge and Concepts Exam (WKCE) or Wisconsin Alternative Assessment (WAA).
2. All 9th and 10th grade students score at or above the college readiness benchmark on the EXPLORE (9th grade) and PLAN (10th grade) mathematics assessments.
3. Mathematics achievement gaps among subgroup populations decrease each year.

Indicator 1: 100% of students in grades 3 through 8 and grade 10 will score proficient or advanced in mathematics on the Wisconsin Knowledge and Concepts Exam (WKCE) or Wisconsin Alternative Assessment (WAA).	Improvement Needed
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Evidence:

- **All Grades:** 28.1% of all students in grades 3-8 and grade 10 were proficient/advanced (+.3% from previous year), state average = 48.6%.
 - **Elementary Schools:** 33.1% of all students in grades 3-5 were proficient/advanced (+.1% from previous year), as compared to the state average = 49.8%.
 - Grade 3: 33.7% proficient/advanced (0% change from previous year), state average = 50.5%.
 - Grade 4: 35.5% proficient/advanced (+1.7% from previous year), state average = 52.3%.
 - Grade 5: 30.1% proficient/advanced (-1.5% from previous year), state average = 50.6%.
 - **Middle Schools:** 23.7% of all students in grades 6-8 were proficient/advanced (-.7% from the previous year), state average = 49.4%.
 - Grade 6: 23.1% proficient/advanced (-4.5% from previous year), state average = 46.1%.
 - Grade 7: 23.7% proficient/advanced (+.9% from previous year), state average = 38.9%.
 - Grade 8: 24% proficient/advanced (+1.2% from previous year), state average = 37.4%.
- High Schools:** 25.9% of all students in grade 10 were proficient/advanced (+3.5% from previous year), state average = 46.2%.

Grades 3-5 WKCE/WAA Mathematics Trend Data for Elementary Schools

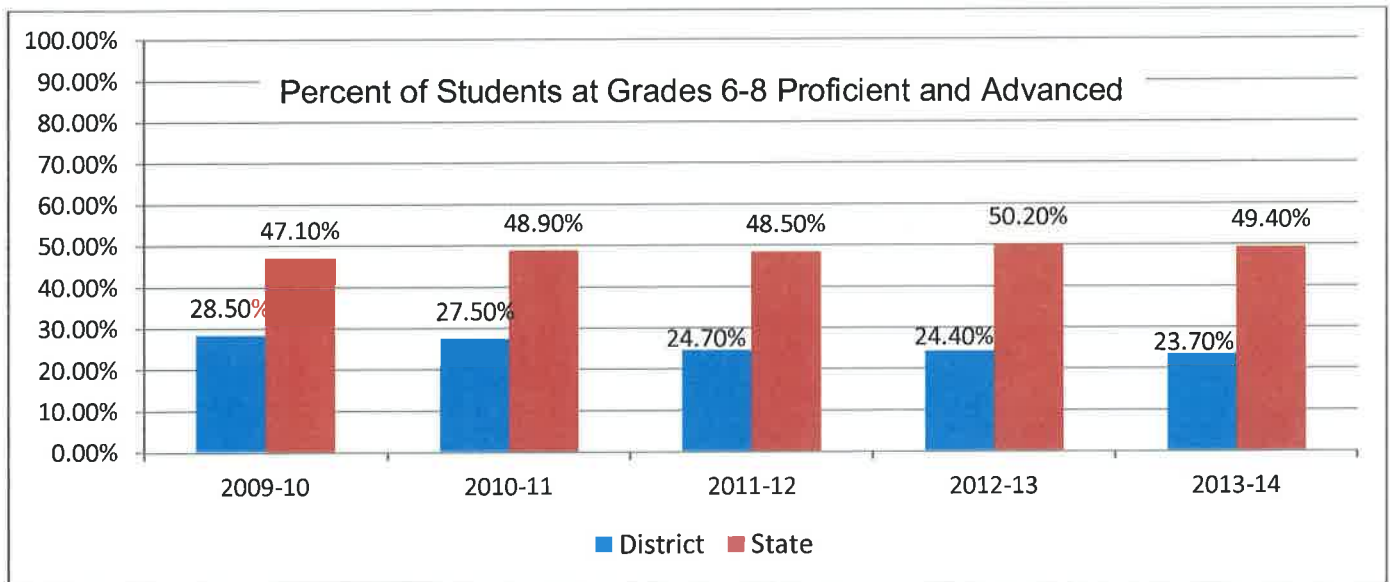


Note: WKCE/WAA tests administered in Fall

Analysis:

- District math achievement has remained relatively unchanged over the past 5 years, possibly attributed to the lack of ongoing professional development targeted at math instruction. In addition, the district has not focused on Common Core State Standards.

Grades 6-8 WKCE/WAA Mathematics Trend Data for Middle Schools

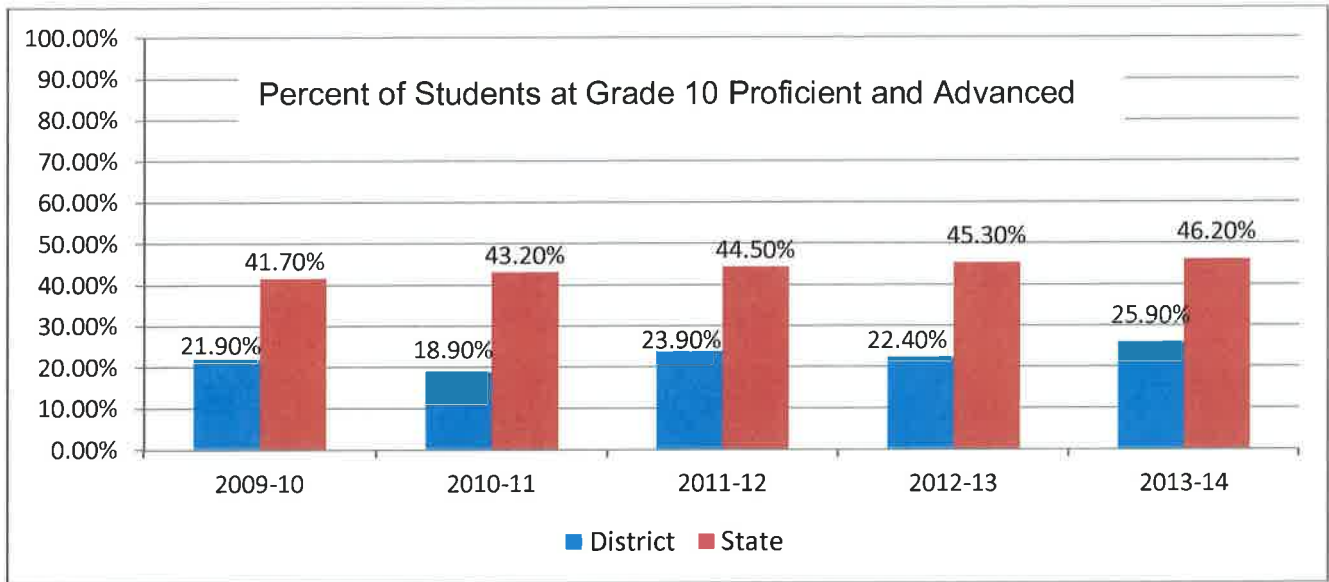


Note: WKCE/WAA tests administered in Fall

Analysis:

District math achievement has decreased over the past 5 years, possibly attributed to a lack of ongoing professional development targeted at math instruction. In addition, the district has not focused on Common Core State Standards.

Grade 10 WKCE/WAA Mathematics Trend Data for High Schools



Note: WKCE/WAA tests administered in Fall

Analysis:

- District math achievement has remained relatively unchanged over the past 5 years (except for a 3.5% increase this year), possibly attributed to a lack of ongoing professional development targeted at math instruction.

WKCE/WAA 3 Year Mathematics Trend Data by School Level and Grade

School Year	Prof. Level	District	Elem	Middle	High	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
2011-12	Pro/Adv	28.8%	34.4%	24.7%	23.9%	37.2%	33.3%	32.6%	23.6%	26.0%	24.7%	22.3%
2011-12	Basic	41.2%	42.3%	42.4%	34.9%	42.7%	43.2%	41.1%	45.9%	42.6%	38.7%	33.2%
2011-12	Minimal	29.6%	23.0%	32.4%	40.4%	19.7%	23.3%	25.8%	30.2%	30.8%	36.2%	43.6%
2012-13	Pro/Adv	27.8%	33.0%	24.4%	22.4%	33.7%	33.8%	31.6%	27.6%	22.8%	22.8%	22.4%
2012-13	Basic	41.8%	44.7%	40.0%	38.2%	45.5%	44.1%	44.5%	42.8%	40.3%	37.0%	38.2%
2012-13	Minimal	29.8%	22.1%	35.1%	37.1%	20.7%	22.0%	23.6%	29.4%	36.5%	39.3%	37.1%
2013-14	Pro/Adv	28.1%	33.1%	23.7%	25.9%	33.7%	33.8%	30.1%	23.1%	22.8%	22.8%	22.4%
2013-14	Basic	40.2%	41.4%	40.2%	37.3%	42.3%	39.2%	42.7%	42.5%	42.5%	36.0%	36.1%
2013-14	Minimal	31.1%	25.3%	35.8%	34.8%	23.7%	25.3%	26.9%	34.3%	33.1%	39.7%	37.0%

Analysis:

- Mathematics achievement increased at grades 4, 7, 8, and 10 from the previous year (highlighted in chart above).
- Mathematics achievement increased the most at grade 10.

Indicator 2:

The percent of students proficient or advanced in each subgroup on the Wisconsin Knowledge and Concepts Exam (WKCE)/Wisconsin Alternative Assessment (WAA) will increase each year with a target of meeting or exceeding the state average for that subgroup.

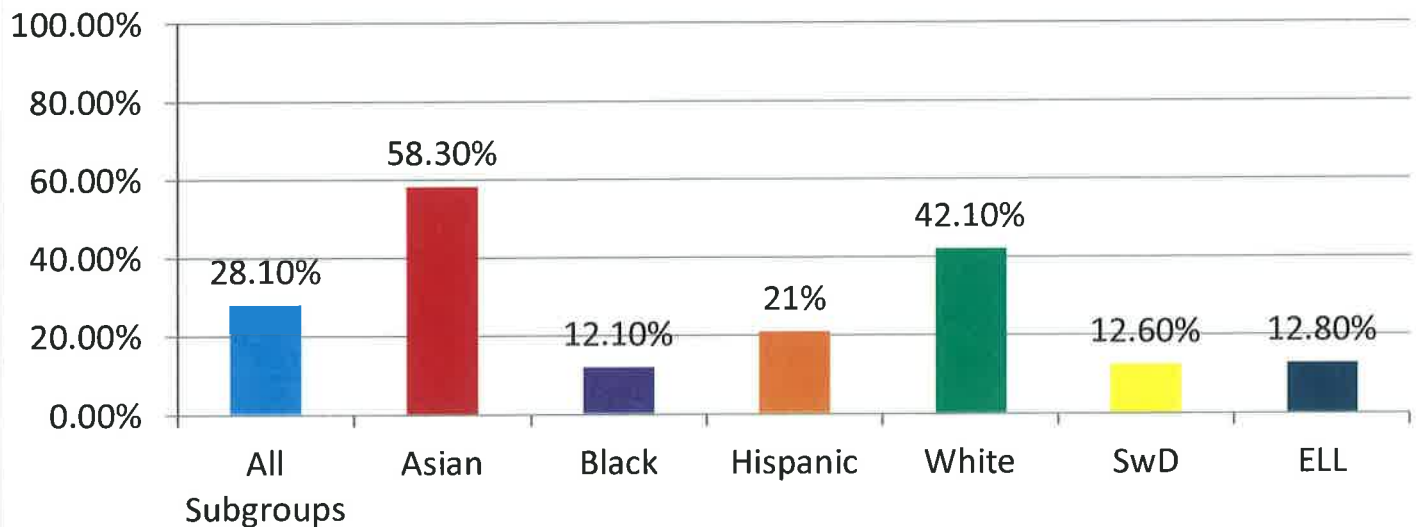
Improvement Needed

Evidence:

- **All Students:** 28.1% of all students in grades 3-8 and 10 were proficient or advanced (+.3% from previous year), state average = 48.6% (20.5% below state)
- **African-American:** 12.1% proficient or advanced (-.1% from previous year), state average = 17.7% (5.6% below state).
- **Hispanic:** 21% proficient or advanced (+1.7% from previous year), state average = 28% (7.0% below state).
- **White:** 42.1% proficient or advanced (-.3% from previous year), state average = 56.2% (14.1% below state).
- **Students with Disabilities:** 12.6% proficient (0% change from previous year), state average = 21.6% (9% below state).
- **English Language Learners:** 12.8% proficient (-.2% from previous year), state average = 17.6% (4.8% below state).

2013-14 WKCE/WAA Mathematics Proficiency by Subgroup

2013-14 WKCE/WAA Percent Proficient/Advanced by Subgroup



Note: WKCE/WAA tests administered in Fall

Analysis:

- Significant gaps in math achievement exist among district subgroups and among district subgroups compared to state subgroups, possibly attributed to a lack of cultural awareness among staff.

District Report Card Mathematics Supplemental Data

Mathematics Supplemental Data

Group	2011-12					2012-13					2013-14				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance
All Students: State	394,640	11.3%	38.4%	35.6%	14.7%	393,806	11.7%	38.0%	35.6%	14.7%	394,151	11.7%	38.5%	34.7%	15.1%
All Students: District	9,520	3.6%	25.8%	41.4%	29.2%	9,268	4.1%	24.7%	42.1%	29.1%	9,008	4.0%	24.7%	40.8%	30.6%
American Indian or Alaska Native	47	4.3%	29.8%	34.0%	31.9%	44	6.8%	31.8%	47.7%	13.6%	36	13.9%	30.6%	38.9%	16.7%
Asian or Pacific Islander	147	12.9%	42.9%	34.0%	10.2%	141	14.9%	39.7%	34.8%	10.6%	140	18.6%	39.3%	33.6%	8.6%
Black not Hispanic	2,635	1.1%	12.1%	39.1%	47.6%	2,584	1.4%	12.1%	39.3%	47.2%	2,510	1.3%	11.7%	37.4%	49.6%
Hispanic	2,460	1.7%	19.8%	46.1%	32.4%	2,534	1.6%	18.5%	46.6%	33.2%	2,533	1.8%	19.3%	44.7%	34.2%
White not Hispanic	4,231	5.8%	37.2%	40.5%	16.5%	3,965	7.0%	36.2%	41.2%	15.6%	3,789	6.5%	36.3%	40.8%	16.4%
Students with Disabilities	1,565	3.1%	12.3%	28.9%	55.7%	1,620	2.5%	11.2%	29.7%	56.6%	1,635	2.3%	10.3%	28.6%	58.8%
Economically Disadvantaged	6,118	1.9%	18.3%	42.2%	37.6%	6,162	2.0%	17.9%	43.1%	37.0%	6,021	1.9%	17.6%	41.4%	39.0%
Limited English Proficient	1,527	1.6%	19.4%	45.7%	33.3%	1,461	1.7%	14.2%	46.6%	37.4%	1,511	1.7%	16.4%	43.7%	38.1%

Note: Mathematics Supplemental Data does not match other data charts in this report: State uses a different method for calculating percentages.

Analysis: 3 Year District Trends

- African American students and students with disabilities are the lowest performing subgroups across 3 years of data, possibly attributed to a lack of cultural awareness among staff.

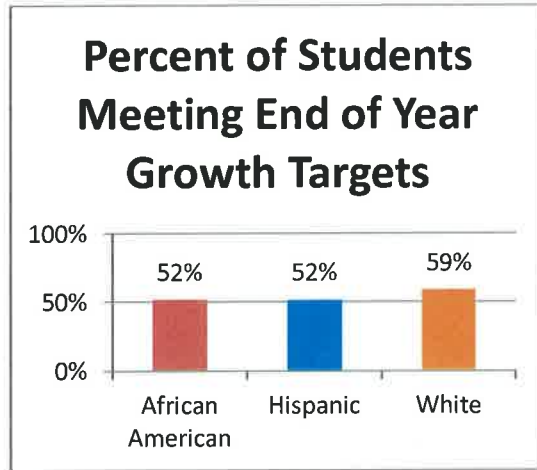
<p>Indicator 3:</p> <p>All students in grade 9 (EXPLORE) and grade 10 (PLAN) will meet or exceed the ACT College Readiness Benchmark in mathematics.</p>	<p>Improvement Needed</p>
<p>Evidence:</p> <p>9th Grade EXPLORE:</p> <ul style="list-style-type: none"> • Average score for all 9th grade students is 15.2 • National average is 16.3. • College Readiness Benchmark in mathematics is 17. • 25% of 9th grade students met the college readiness benchmark in math. <p>10th Grade PLAN:</p> <ul style="list-style-type: none"> • Average score for all 10th grade students is 16.3 • National average of 17.6. • College Readiness Benchmark in mathematics is 19. • 25% of 10th grade students met the college readiness benchmark in math. <p>Analysis:</p> <ul style="list-style-type: none"> • Students in grades 9 and 10 are not on target to be prepared for college level math work, possibly attributed to students lacking a learning plan to ensure they complete Algebra by 8th or 9th grade. <p>Note: <i>Starting with the 2014-15 school year, the PLAN and EXPLORE exams will be replaced with the ACT Aspire assessment in the fall and spring for 9th grade students and in the spring for 10th grade students.</i></p> <p>Data disaggregated by subgroups in Appendix.</p>	

Appendix

MAP: Student Mathematics Growth Summary by Subgroup:

The **percent** of elementary and middle school students meeting yearly growth targets on the Measures of Academic Progress (MAP) assessments disaggregated by subgroup.

- African American: 52%
- Hispanic: 52%
- White: 59%

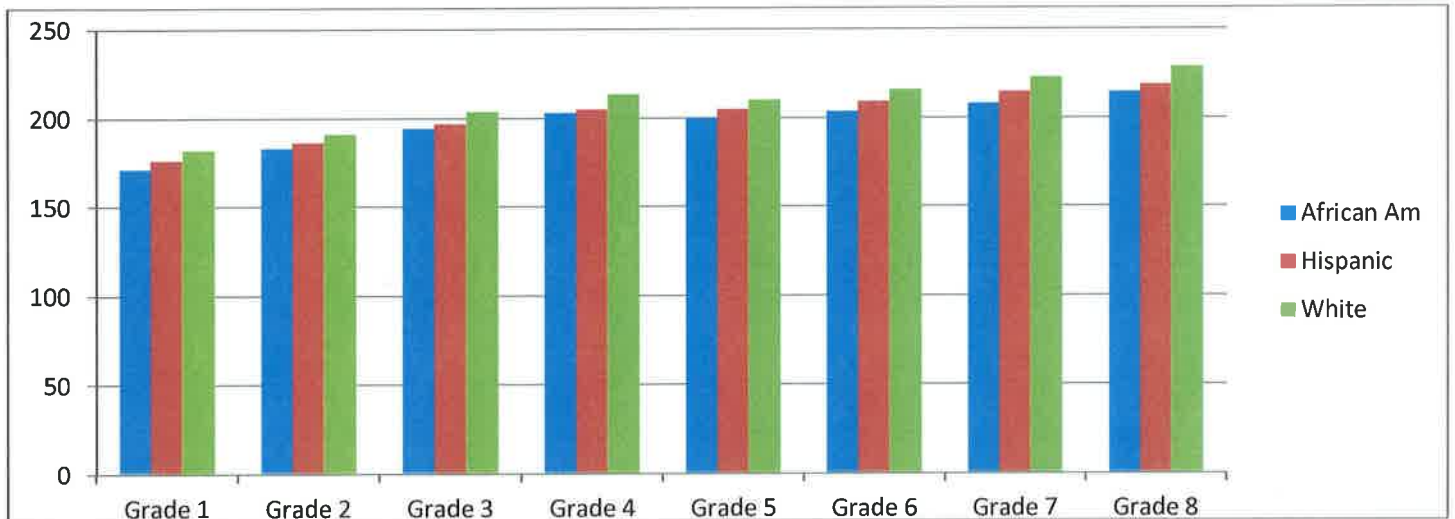


MAP: MEAN RIT Score by Subgroup by Grade:

The average RIT score by subgroup, by grade on the spring MAP in mathematics.

MEAN Spring 2014 Math RIT

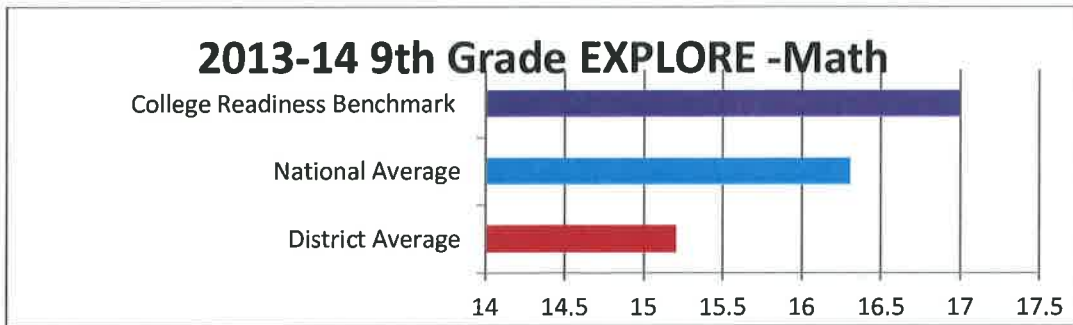
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
African Am	171.4	183.4	194.5	203.1	200.1	203.9	208.1	214.8
Hispanic	176.5	186.5	197	204.8	204.9	209.2	214.8	218.7
White	182.3	191.1	203.9	213.7	210.3	216	222.8	228.6



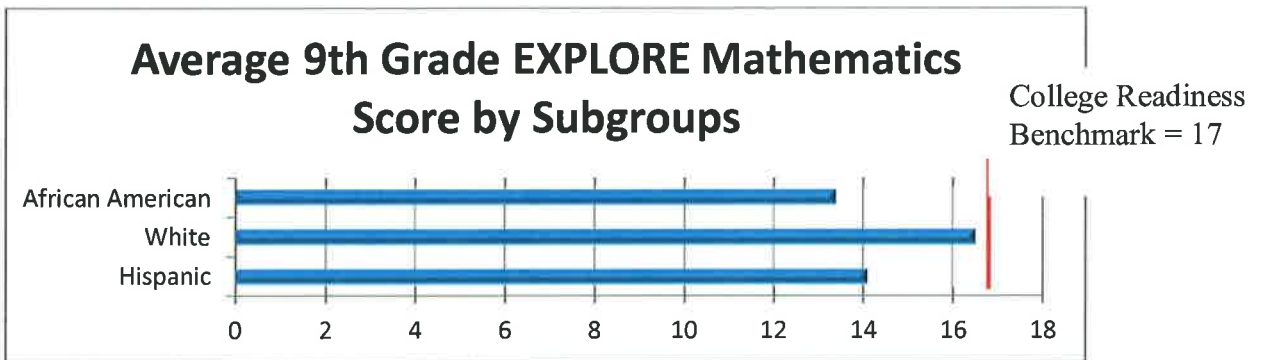
Analysis:

- African American and Hispanic subgroups are starting with lower RIT scores and need to exceed their end of year growth target in order to close the gap.

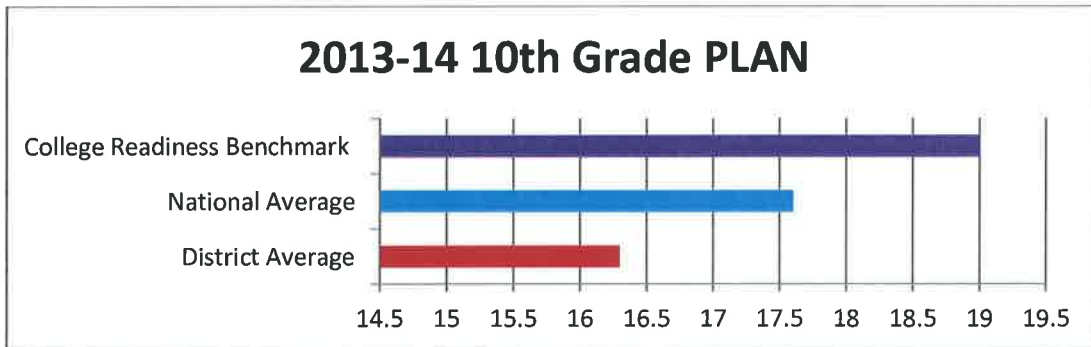
9th Grade EXPLORE: District and National Average Scores, all students:



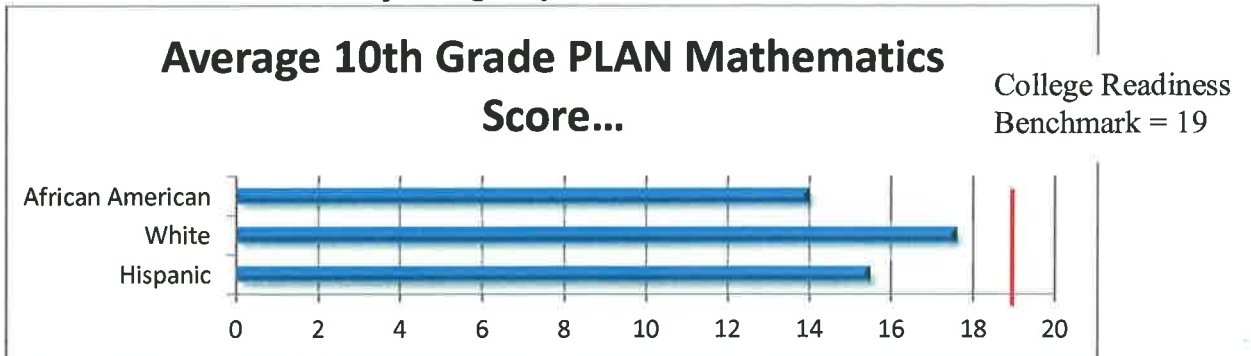
9th Grade EXPLORE: District Scores by Subgroup:



10th Grade PLAN: District and National Average Scores, all students:



10th Grade PLAN: District Scores by Subgroup:



Analysis:

The majority of 9th and 10th grade students (75%) will not be prepared for college level math courses.



**Racine Unified School District
Results Monitoring Report**

R-2 (ACADEMIC ACHIEVEMENT- READING)


Date: August 18, 2014

SUPERINTENDENT CERTIFICATION

With respect to Results Policy R-2 (Academic Achievement-Reading), the superintendent certifies that the following information is accurate and complete, and that the District is:

_____ **Making reasonable progress toward achieving the desired results**
_____ **Making reasonable progress with the exceptions noted**
 X **Failing to make reasonable progress**

Note: Reasonable progress in reading was made in the 2 areas of district focus for last year:
(1) percent of students meeting kindergarten reading readiness (PALS)
(2) percent of students meeting personalized reading goals (MAP)

Signed: _____  _____ Date: August 18, 2014
Superintendent

BOARD OF EDUCATION ACTION

With respect to Results Policy R-2 (Academic Achievement-Reading), the Board finds that the organization and the Superintendent are:

_____ **Making reasonable progress toward achieving the desired results**
_____ **Making reasonable progress with the exceptions noted**
 XX **Failing to make reasonable progress**

Commendations and/or recommendations, if any:

Pastor Hargrove moved, Mr. Eperjesy seconded, to accept the Results-2 (Reading) Monitoring Report as failing to make reasonable progress. All were in favor.

Signed: _____  _____ Date: 8-20-14
Board President



Racine Unified School District RESULTS Monitoring Report

R-2 (ACADEMIC ACHIEVEMENT - READING)

Purpose of the Results Monitoring Report:

The purpose of this report is to assert to the Board the degree of reasonable progress being made to achieve the Results identified by the Board in Policy R-2 (Reading).

Policy Statement:

Students will achieve academically at levels commensurate with challenging and yearly personalized learning goals. Each student will achieve at or above grade level in the following disciplines:

- Reading
- Math
- Language Arts
- Writing
- Science
- Social Studies
- Arts - music, visual art and drama
- Technology
- Physical Education

Priority is focused on reading, writing and math achievement as fundamental to any further achievement.

Interpretation:

The Board of Education expects that every student in RUSD is able to demonstrate reading skills at or above expectations for the grade level in which he/she is enrolled. The Board believes that a child's ability to read is an essential skill for academic success in all other subjects.

R-2.1 Students will achieve academically at levels commensurate with challenging and yearly personalized learning goals.	Improvement needed
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Interpretation:

The Board expects high levels of performance for each student based upon the annual determination of achievement of personal goals in reading that are rigorous for each individual student as a reader. Personalized reading goals are determined based upon each student’s needs, interests and current performance. Accomplishment of these goals results in high levels of reading achievement for all students.

Indicators of Compliance:

1. Every student, PreK through grade 12, has a reading goal based on their current performance, strength and needs.
2. Every student, PreK through grade 12, will meet or exceed their personalized reading goal.

Indicator 1: 100% of students have an annual personalized reading goal based on assessment measures appropriate for the grade.	Improvement needed
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Evidence:

- PreK-4 and Kindergarten do not have personalized annual reading goals.
- Students in grades 1-8 develop an annual reading goal based on Fall MAP RIT scores and the predicted growth target from NWEA.
- Grades 9 – 12 do not have personalized annual reading goals.
- Every student identified with a disability that affects reading has an individualized annual reading goal.

Indicator 2: The percent of students grades 1 – 8 meeting or exceeding annual growth targets in reading on the Measures of Academic Progress (MAP) assessments will increase each year, with a target of 100%.	Reasonable Progress
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Evidence: 57% of all **elementary school** students met individual reading growth targets (+1% from 2013)

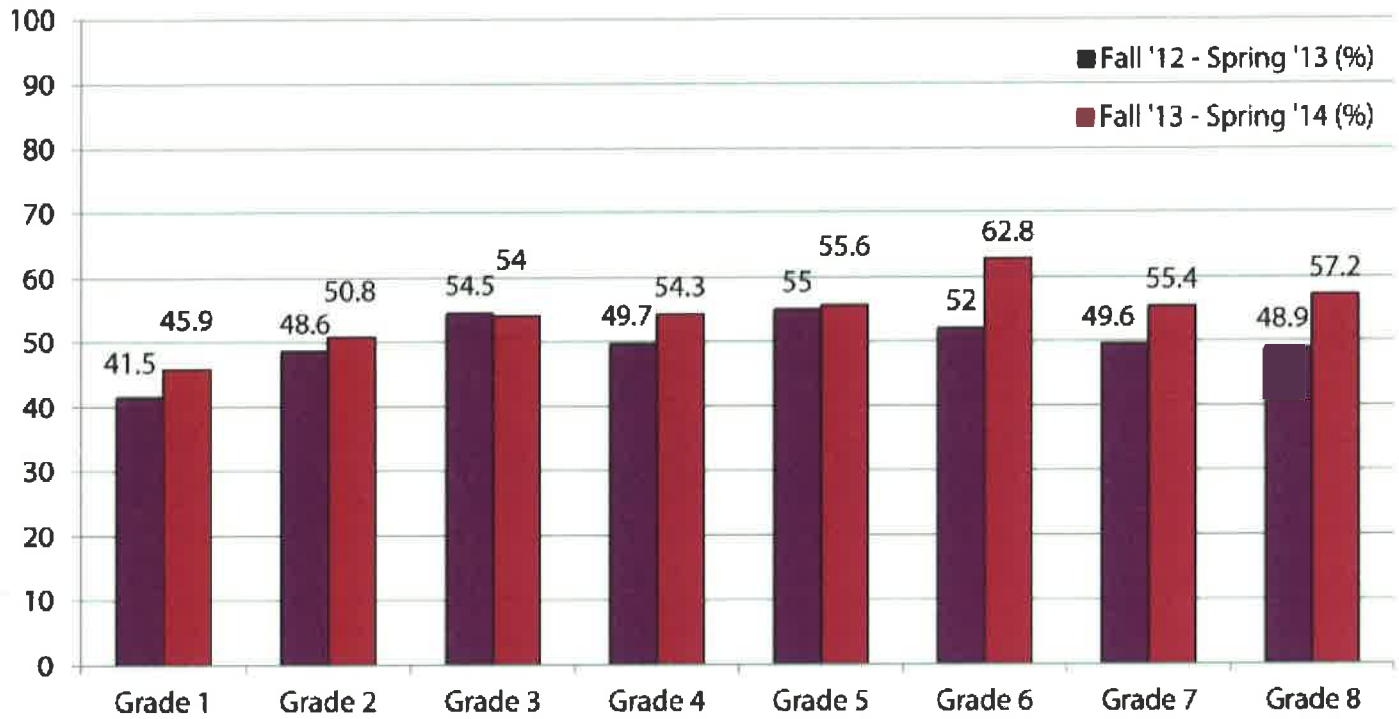
- Grade 1: 46% met individual targets (+4.4% from 2013)
- Grade 2: 51% met individual targets (+ 2.2% from 2013)
- Grade 3: 54% met individual targets (-.5% from 2013)
- Grade 4: 54% met individual targets (+4.6% from 2013)
- Grade 5: 56% met individual targets (+.7% from 2013)

Evidence: 52% of all **middle school** students met individual reading growth targets (+2% from 2013)

- Grade 6: 63% met individual targets (+ 10% from 2013)
- Grade 7: 55% met individual targets (+ 6% from 2013)
- Grade 8: 57% met individual targets (+ 8% from 2013)

MAP Student Reading Growth Summary:

The **percent** of elementary and middle school students meeting yearly growth targets on the Measures of Academic Progress (MAP) assessments will increase each year, with a target of 100%.



R-2.2 Each student will achieve at or above grade level in reading.	Improvement needed
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Interpretation:

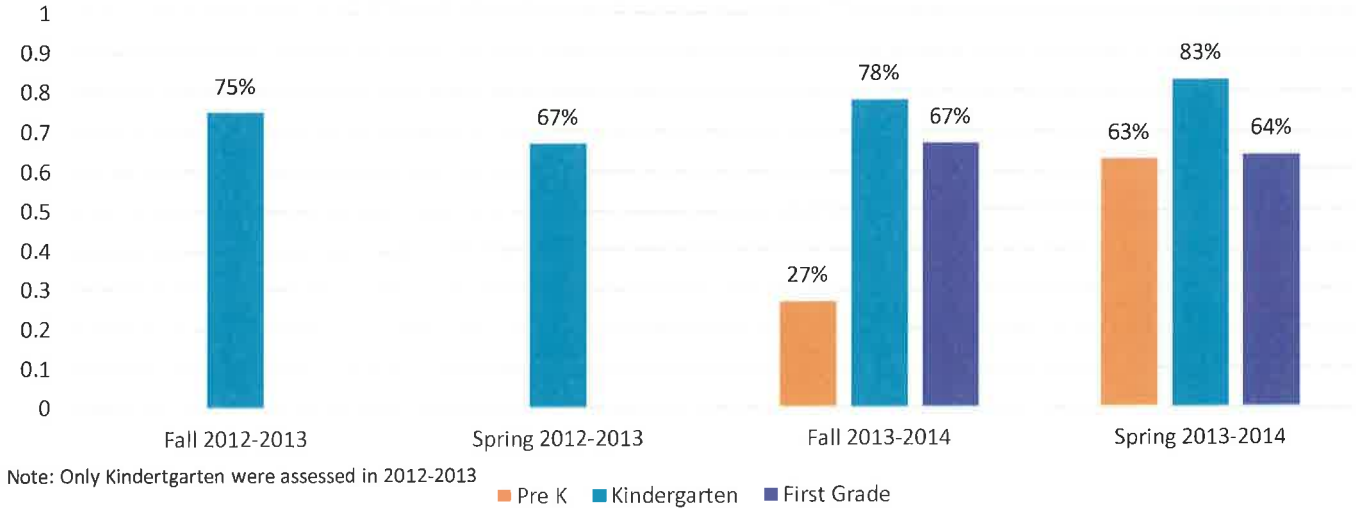
The Board expects that every student reads at or above grade level proficiency.

Indicator:

1. All students Pre-K through grade 1 meet or exceed the spring grade level benchmark on the Phonological Awareness Literacy Screening (PALS) assessment.
2. All students in grades 3 through 8 and grade 10 score proficient or advanced for reading on the Wisconsin Knowledge and Concepts Exam (WKCE) or Wisconsin Alternative Assessment (WAA).
3. All 9th and 10th grade students score at or above benchmark on the ACT reading assessments (PLAN, EXPLORE).
4. Reading achievement gaps among subgroup populations decrease each year.

Indicator 1: The percent of primary grade students meeting benchmarks on the PALS assessment will increase each year, with a target of 100%.	Reasonable Progress
<p>Evidence: District-wide, 73% of PreK4-grade 1 students met PALS benchmarks in Kindergarten through 1st grade</p> <p><u>Spring 2013-Spring 2014 comparison data</u></p> <ul style="list-style-type: none"> • PreK4:NA (first year of assessment, no previous year comparisons available) • Kindergarten: 83% met/exceeded Kindergarten benchmark targets (+16% from 2013) • Grade 1: 64% met individual targets (first year of assessment, no previous year comparisons available) <p><u>Fall 2013-Spring 2014 comparison data:</u></p> <ul style="list-style-type: none"> • PreK-4: (Fall to Spring): increased (+36%) from 27% of students at benchmark to 63% of student at benchmark • Kindergarten (Fall to Spring): increased (+5%) from 78% of students at benchmark to 83% of students at benchmark • Grade 1 (Fall to Spring): decreased (-3%) from 67% of students at benchmark to 64% of students at benchmark <p>PALS Benchmark Summary: The percent of primary grade students meeting benchmarks on Phonological Awareness Literacy Screening PALS</p>	

PALS-Percent of Students Meeting Benchmarks



Indicator 2: All students in grades 3 through 8 and grade 10 will score proficient or advanced for reading on the Wisconsin Knowledge and Concepts Exam (WKCE) or Wisconsin Alternative Assessment (WAA).

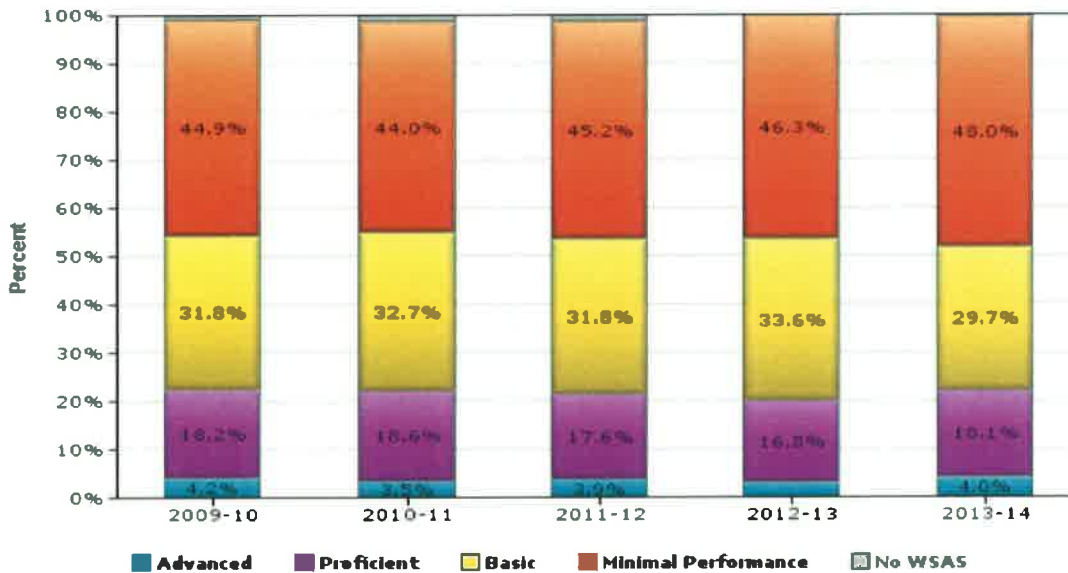
Improvement needed

Evidence:

22.1% of all students in grades 3-5 scored proficient or advanced (+ 2.1% from 2013), as compared to the state average of 34.7%.

- Grade 3: 20.4% proficient or advanced (- 0.7% from 2013), as compared to the state average of 34.7%
- Grade 4: 24.7% proficient or advanced (+ 5% from 2013), as compared to the state average of 36.4%
- Grade 5: 21.1% proficient or advanced (+ 0.7% from 2013), as compared to the state average of 33.7%

Grades 3-5 WKCE/WAA Reading Trend Data Elementary Schools

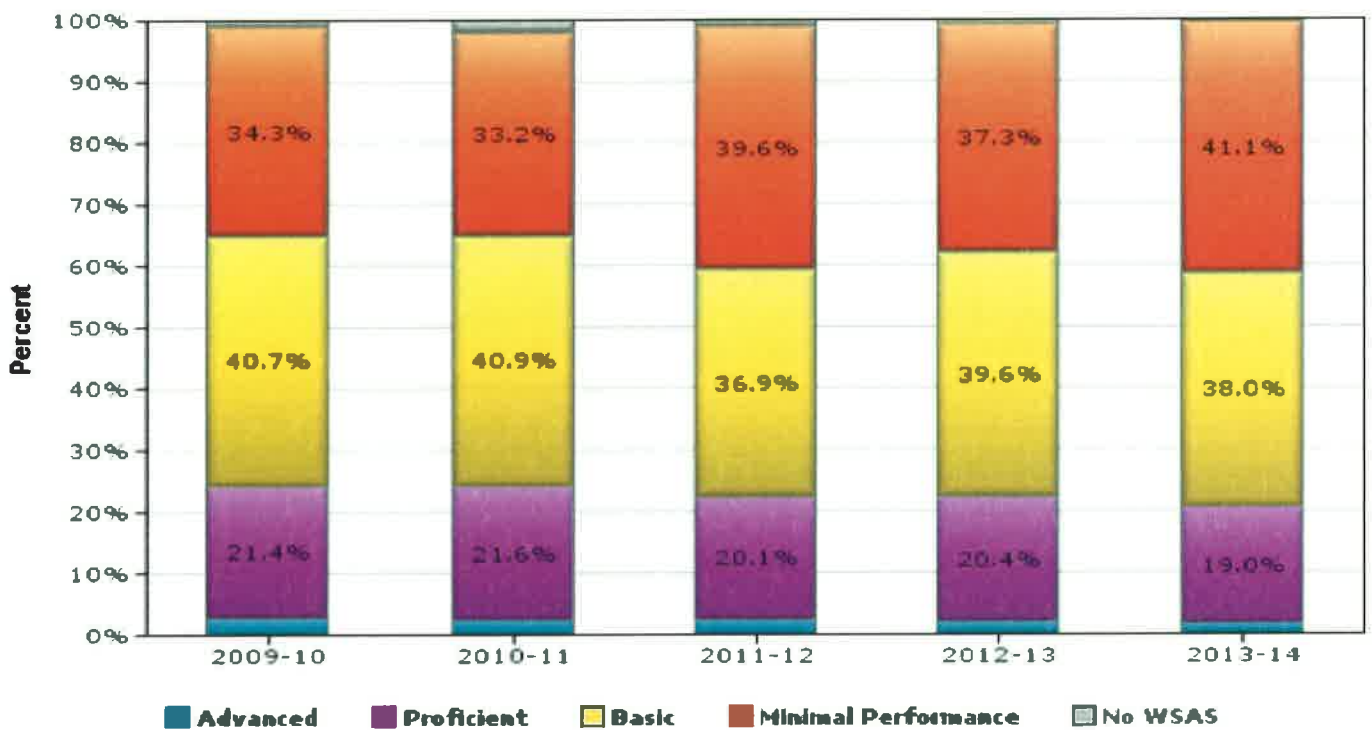


Note: WKCE/WAA tests were administered in Fall 2013

20.7% of all students in grades 6-8 scored proficient or advanced (- 1.8% from 2013), as compared to the state average of 37.2%

- Grade 6: 20.1% proficient or advanced (+ 2.3% from 2013), as compared to the state average of 36.6%
- Grade 7: 20.6% proficient or advanced (- 2.1% from 2013), as compared to the state average of 38.2%
- Grade 8: 21.3% proficient or advanced (- 5.6% from 2013), as compared to the state average of 33.9%

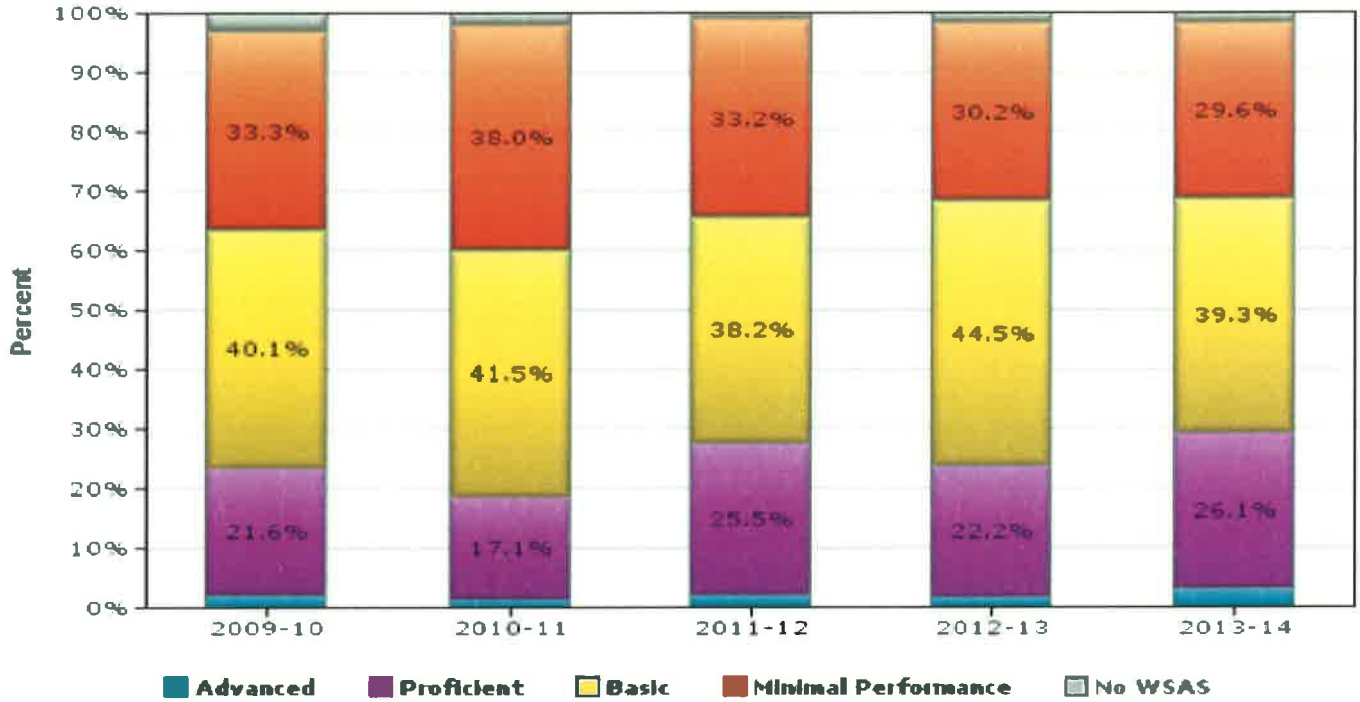
Grades 6-8 WKCE/WAA Reading Trend Data Middle Schools



Note: WKCE/WAA tests were administered in Fall 2013

29.2% of all students in grade 10 scored proficient or advanced (+ 5.5% from 2013), as compared to the state average of 42.3%

Grade 10 WKCE/WAA Reading Trend Data



Note: WKCE/WAA tests were administered in Fall 2013

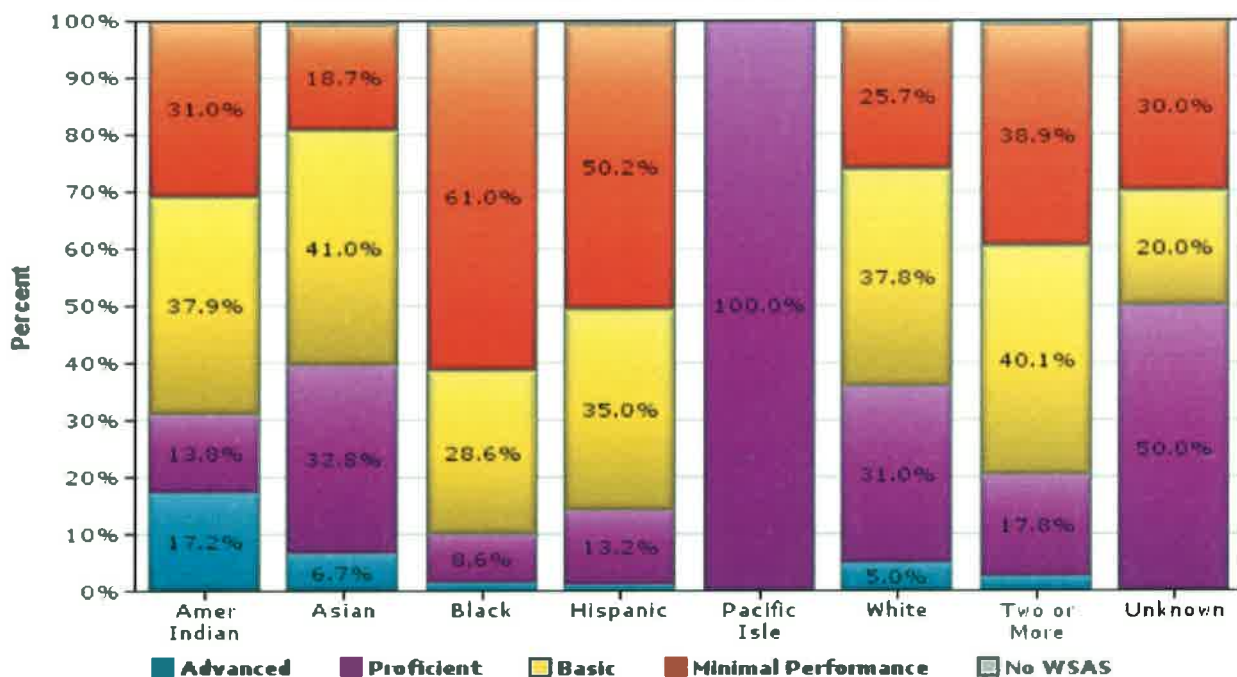
Indicator 3: The percent of students proficient or advanced in each subgroup on the Wisconsin Knowledge and Concepts Exam (WKCE)/Wisconsin Alternative Assessment (WAA) will increase each year with a target of meeting or exceeding the state average percent for that subgroup.

Improvement needed

Evidence: 22.7% of all students in grades 3-8 and grade 10 were proficient or advanced (+ 1.1% from 2013)

- African-American: 9.9% proficient or advanced (+ 0.8% from 2013)
- Hispanic: 14.3% proficient or advanced (+ 2.3% from 2013)
- White: 36% proficient or advanced (+ 1.2% from 2013)
- Students with Disabilities: 9.3% proficient or advanced (+ 2% from 2013)
- English Language Learners: 3.5% proficient or advanced (- 0.2% from 2013)

WKCE/WAA Reading Proficiency by Subgroup



Note: WKCE/WAA tests were administered in Fall 2013

Reading Supplemental Data

Group	2011-12					2012-13					2013-14				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance
All Students: State	394,217	6.1%	30.8%	38.0%	25.1%	393,841	5.7%	31.5%	39.2%	23.5%	394,176	6.4%	31.2%	37.7%	24.7%
All Students: District	9,473	3.1%	20.4%	35.5%	41.0%	9,280	2.6%	19.8%	38.2%	39.5%	9,014	2.9%	20.3%	35.0%	41.8%
American Indian or Alaska Native	47	2.1%	21.3%	40.4%	36.2%	44	4.5%	34.1%	40.9%	20.5%	36	16.7%	19.4%	36.1%	27.8%
Asian or Pacific Islander	146	8.9%	32.2%	41.1%	17.8%	141	7.1%	39.0%	36.9%	17.0%	140	7.9%	35.0%	41.4%	15.7%
Black not Hispanic	2,634	1.2%	9.5%	30.6%	58.7%	2,589	1.2%	9.2%	34.1%	55.6%	2,515	1.2%	9.2%	29.7%	59.9%
Hispanic	2,415	1.1%	12.2%	37.3%	49.4%	2,540	0.9%	11.7%	38.6%	48.8%	2,536	1.0%	13.4%	35.2%	50.4%
White not Hispanic	4,231	5.2%	31.5%	37.3%	26.0%	3,966	4.4%	31.1%	40.5%	24.0%	3,787	5.1%	31.6%	38.3%	25.0%
Students with Disabilities	1,541	3.2%	6.9%	17.3%	72.5%	1,621	2.7%	5.4%	20.2%	71.7%	1,635	2.4%	6.7%	16.6%	74.3%
Economically Disadvantaged	6,071	1.9%	12.1%	33.9%	52.1%	6,173	1.4%	12.1%	36.3%	50.2%	6,029	1.5%	12.8%	33.0%	52.7%
Limited English Proficient	1,482	1.1%	7.7%	35.9%	55.3%	1,465	0.5%	5.8%	32.6%	61.2%	1,513	0.9%	7.4%	31.7%	59.9%

3 Year District Trends

- Over the last 3 years reading achievement has not improved.
- African American students and students with disabilities continue to be our lowest performing groups.

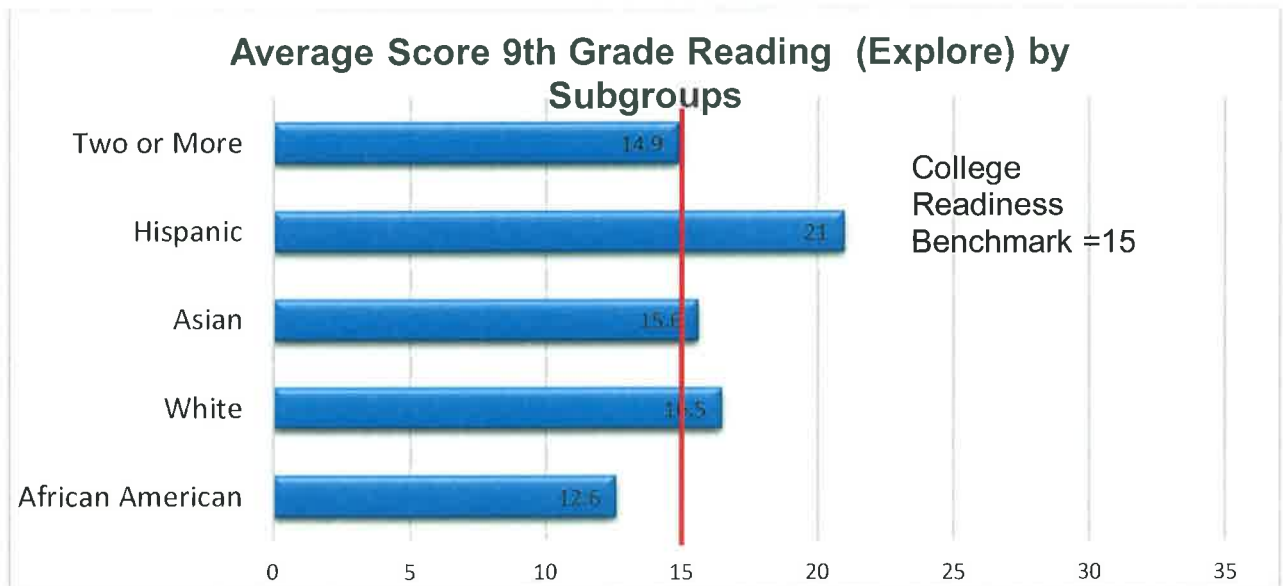
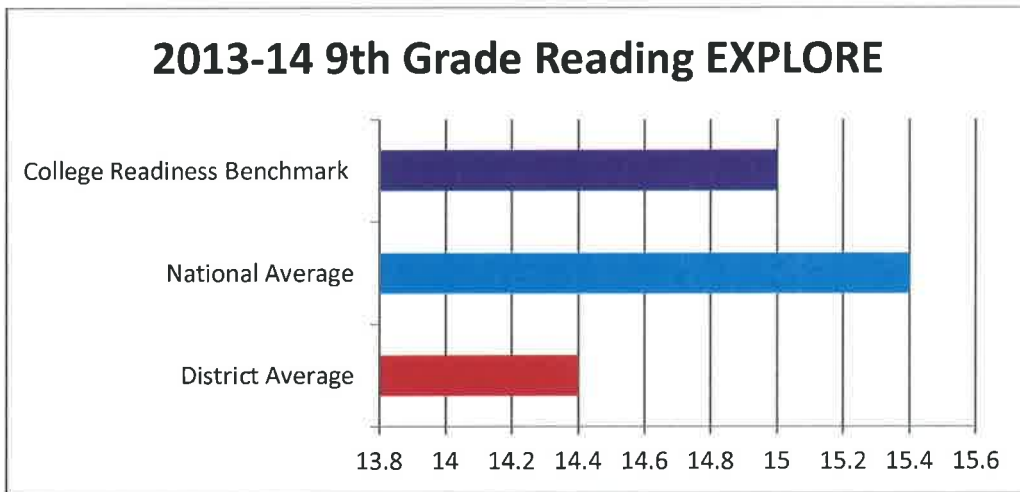
Indicator 4: All students in grade 9 (EXPLORE) and grade 10 (PLAN) will meet or exceed the ACT College Readiness benchmark.

Evidence:

9th Grade EXPLORE

The average score for 9th grade students (EXPLORE) is 14.4 as compared to the national average of 15.4. The College Readiness Benchmark is 15.

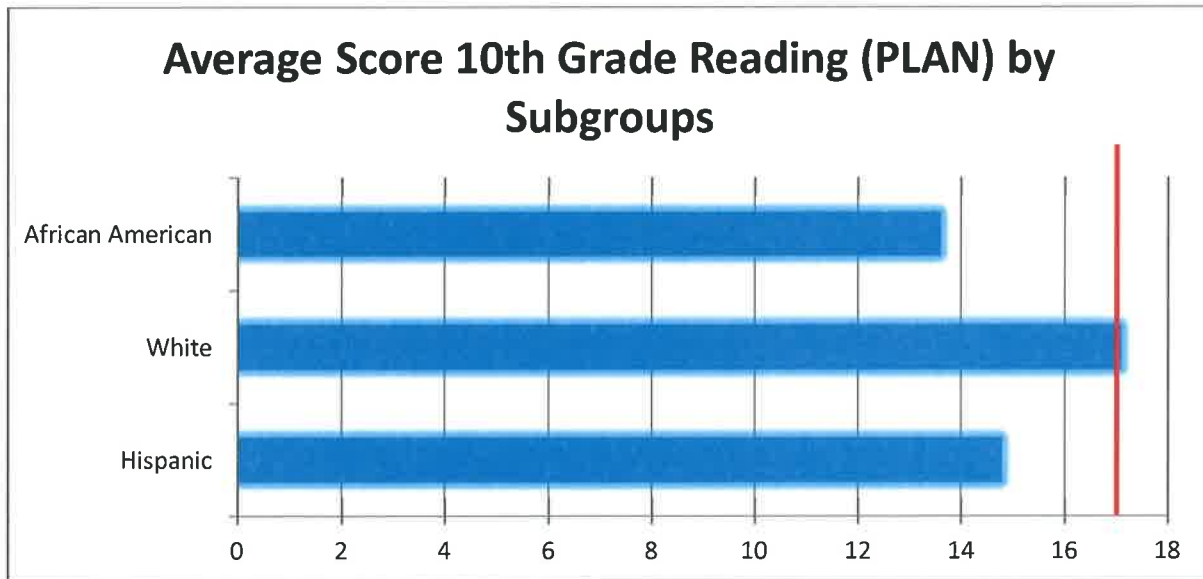
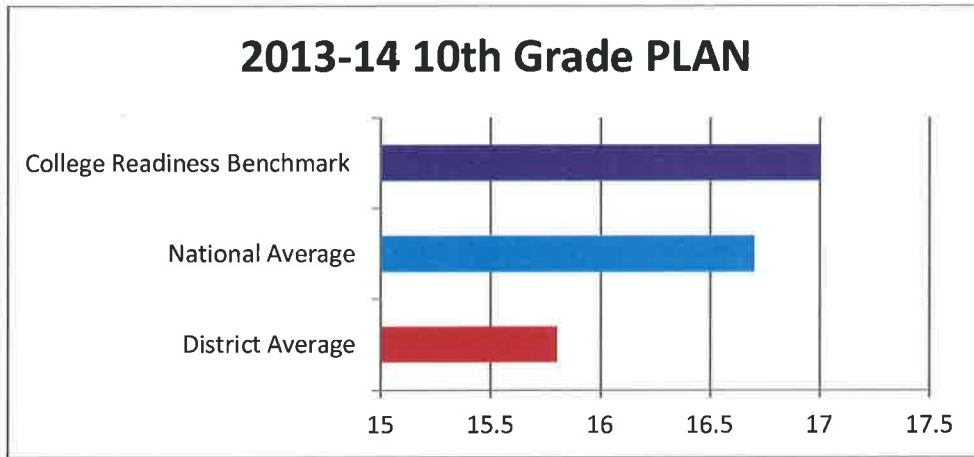
- African American 12.6
- White 16.5
- Asian 15.6
- Hispanic 21



10th Grade PLAN

The average score for 10th grade students (PLAN) is 15.8 as compared to the national average of 16.7. The College Readiness Benchmark is 17.

- African American 13.6
- White 17.1
- Asian (number too small to report)
- Hispanic 14.8



College Readiness Benchmark =17

Capacity Building

R-2.1: Students will achieve academically at levels commensurate with challenging and yearly personalized learning goals.

- This school year, PreK-4 teachers will receive professional development for setting student goals. All PreK-4 students will have personalized learning goals in literacy beginning Fall 2015.
- This school year, Kindergarten through grade 5 students will use Compass Learning, a personalized learning tool, to work on reading skills to help them reach their reading goals.
- Teachers will receive professional development on using Compass Learning in their classroom.
- All elementary and middle school parents will receive goal setting worksheets for students with identified personalized reading goal either at Fall conferences attached to report cards.
- Attainment of reading goal: every school improvement plan (elementary and middle), will set a goal to increase the percentage of students meeting/exceeding their MAP reading goals throughout the year. Individual schools will create strategies and action plans to increase this percentage. Senior leadership will monitor progress and school performance.

R-2.2: Each student will achieve at or above grade level in Reading.

- Every kindergarten and 1st grade student will receive instruction using FUNdations to increase PALS benchmark success
- Teachers will receive professional development, onsite coaching with an expectation to fully implement FUNdations.
- Kindergarten and grade 1 Dual Language students will receive instruction using Reading in Motion (Comparable to FUNdations for English-speaking students.) to increase PALS benchmark success for Dual Language classrooms
- Teachers will receive professional development and onsite coaching, with an expectation to fully implement Reading in Motion.
- Individual students who need additional reading support will be provided with interventions using the Response to Intervention Framework.
- All elementary teachers will receive ongoing professional development in reading instruction.
- Students who need additional support in Title I schools (elementary) will receive instruction through Early Literacy Success (Alverno College reading intervention program).