



"RAISING RACINE"


Building a Solid Foundation

Year 1 Progress Report: June 2014



Raising Racine


Our 3 Priorities



Raise student
achievement,
particularly in
Reading &
Math



Close
achievement
gaps for
students of
color and
special
education



Create
positive
learning
environments
for all schools



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Our accountability measures for the next 3 years

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

Growth measures show closing achievement gaps

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

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



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

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

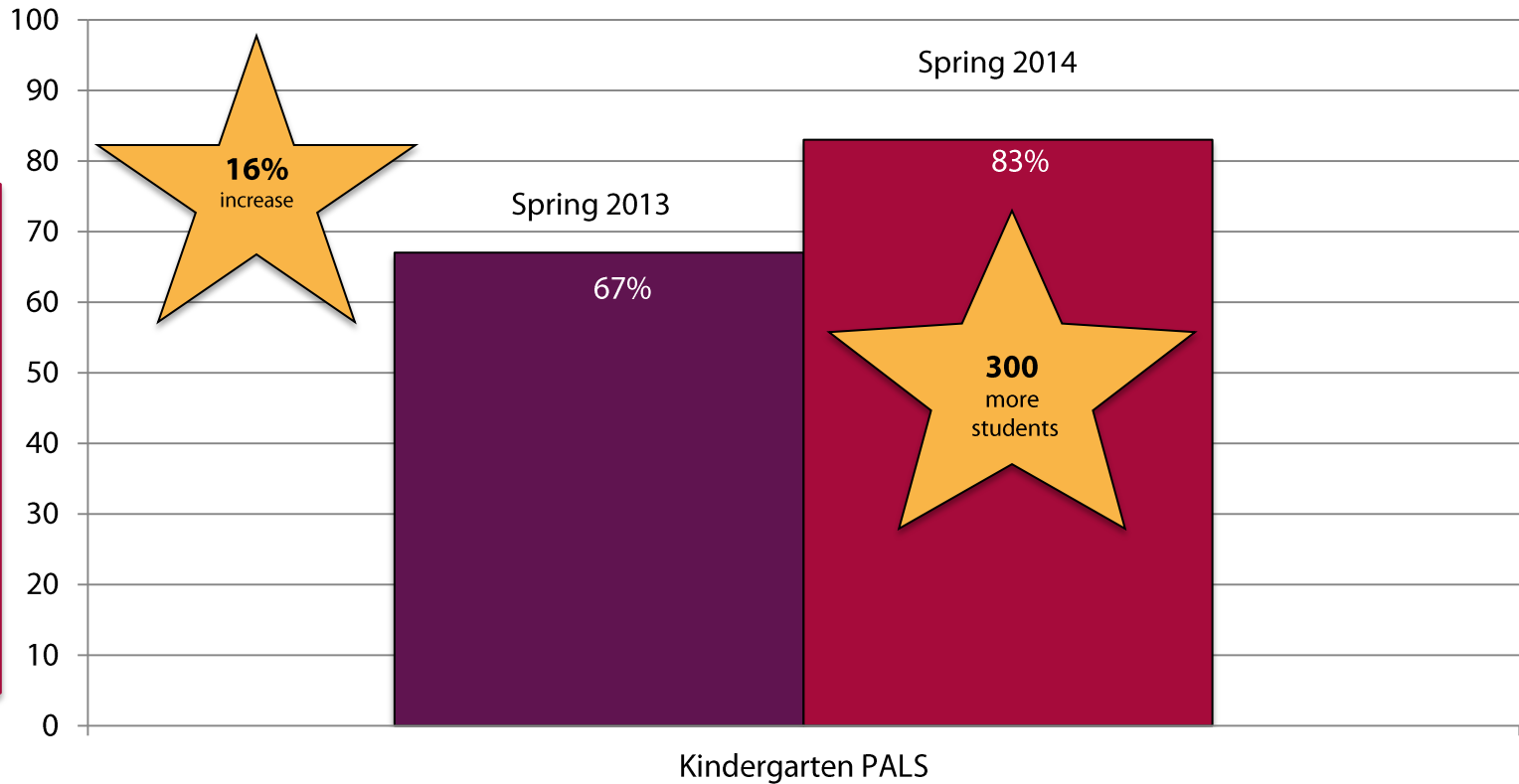
- Assesses students' skills at beginning, middle and end of year
- Assesses in English, therefore, dual-language students are at a disadvantage and this affects RUSD's overall scores



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Kindergarten Students at Benchmark

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



**Increase due to implementation of FUNDATIONS phonics program.
FUNDATIONS expands to Grade 1 next year.**



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

Measures of Academic Progress (MAP), 1 – 8

- Identifies students' skills for reading and mathematics
- Beginning, middle and end of year measure of growth in reading and math
- Sets individual learning targets



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MAP Reading Growth Fall – Spring

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



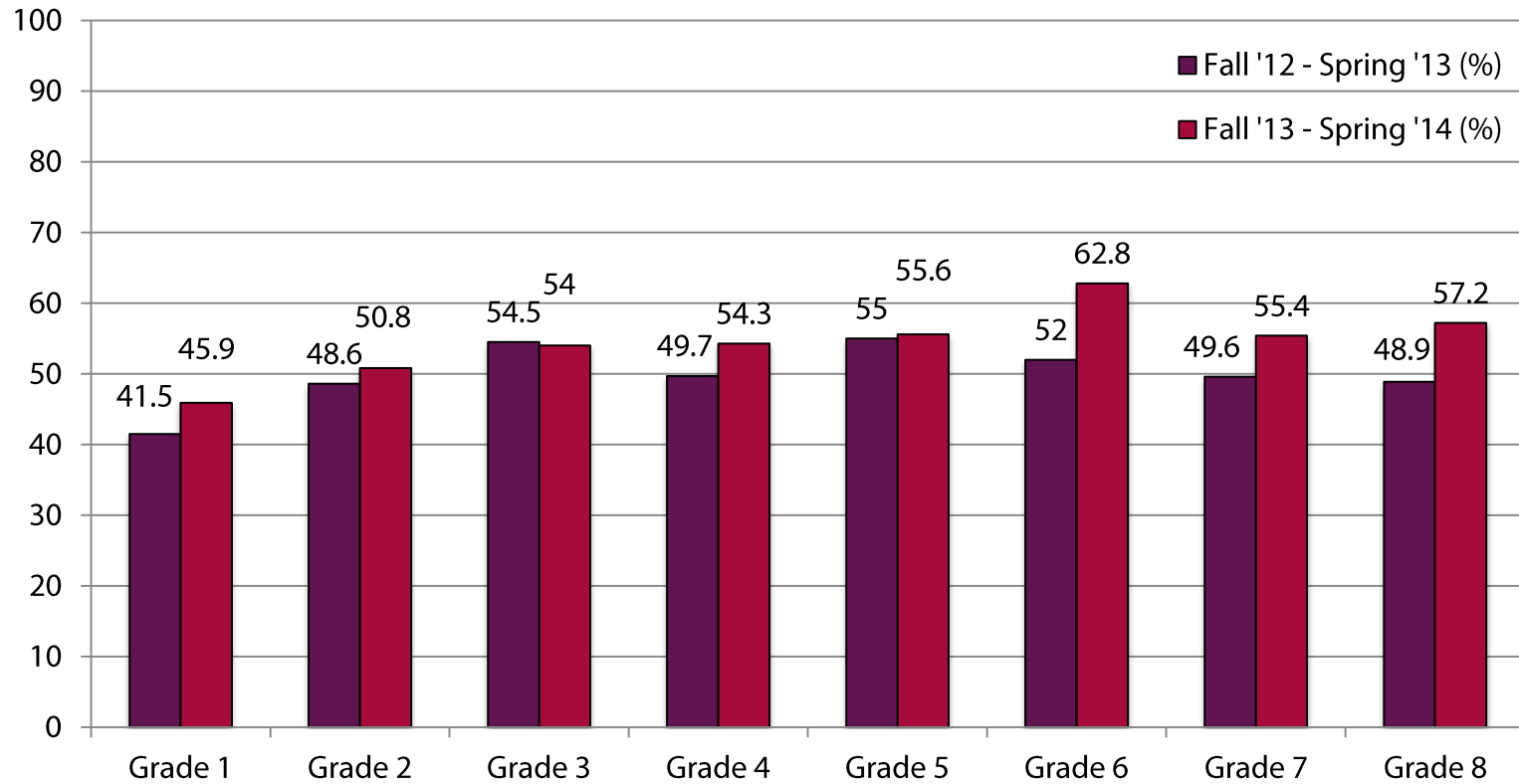
Grades 3-8, on average, met or exceeded expected growth in reading.



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MAP Reading Growth Last Year – This Year

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



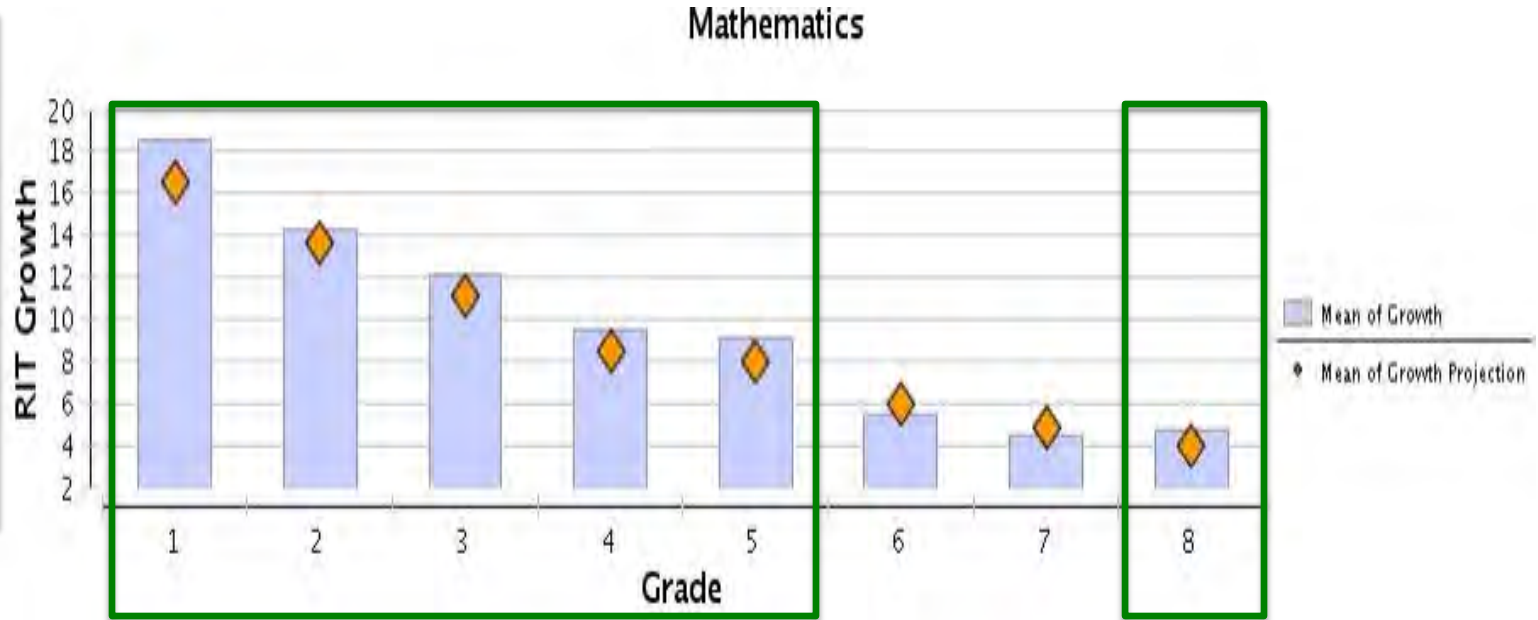
Percent of students meeting expected growth is greater than last year.



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MAP Math Growth Fall – Spring

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



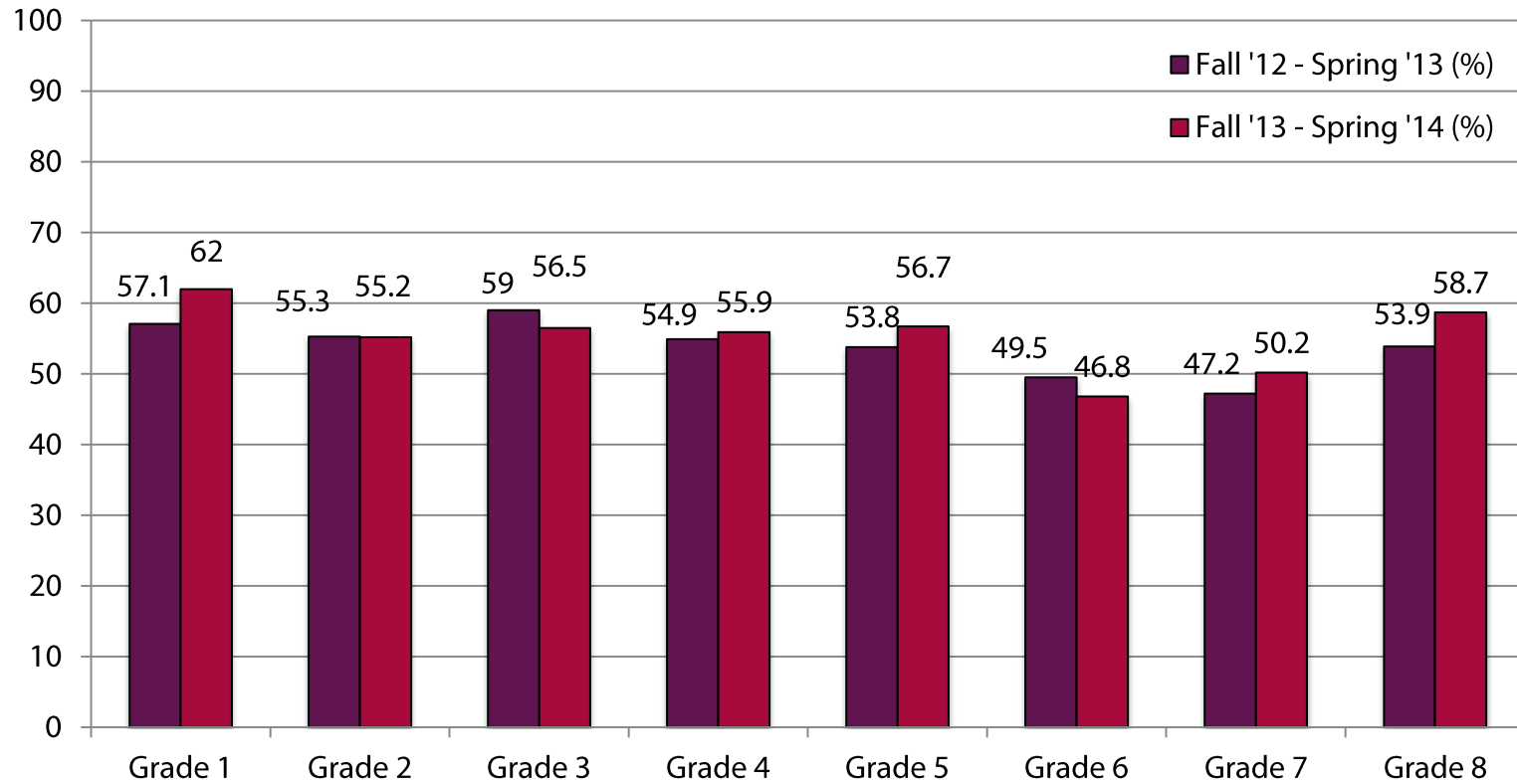
Most grades met or exceeded their expected growth in mathematics.



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MAP Math Growth Last Year – This Year

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



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



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Growth
measures
show closing
achievement
gaps

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

Gap sub-groups we are monitoring:

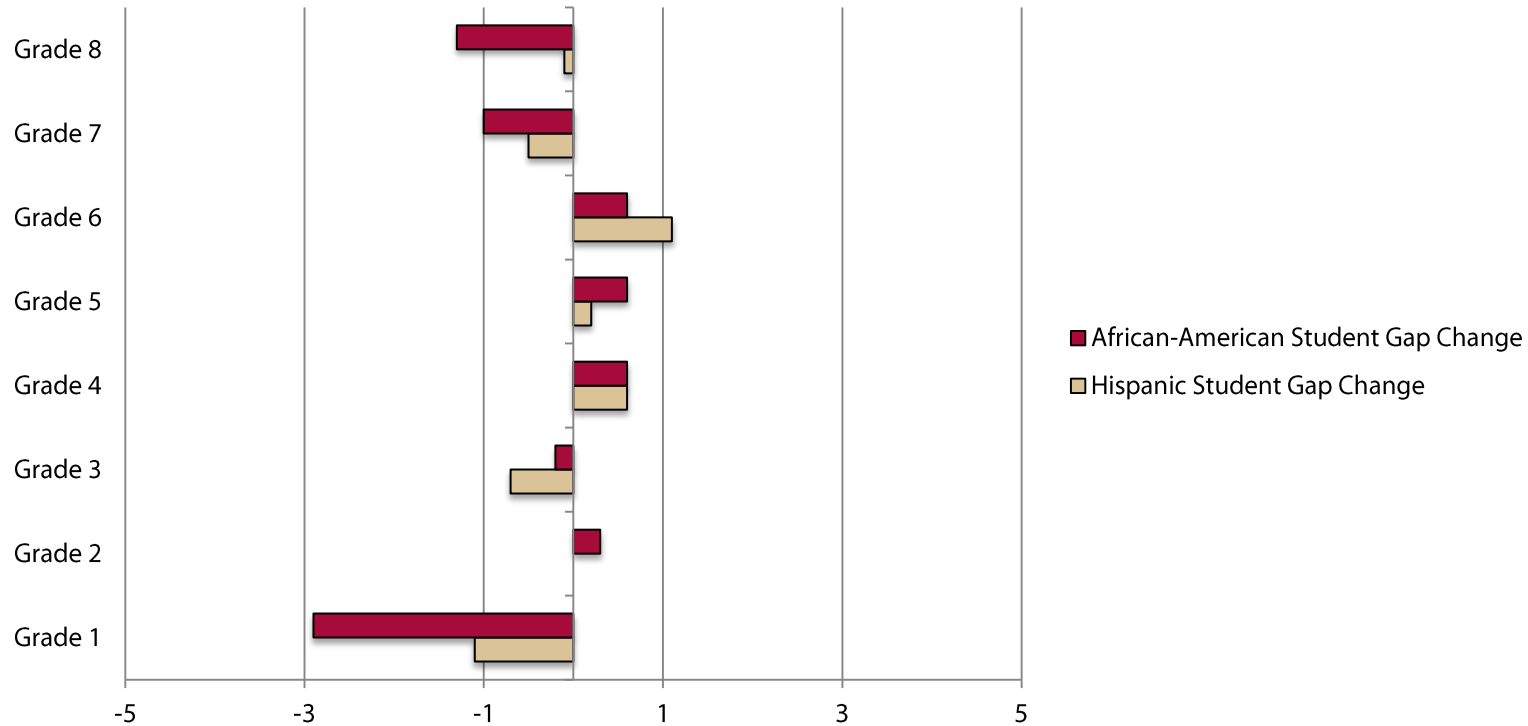
- African-American
- Hispanic
- Special Education
- Low Socioeconomic Status
- English Language Learners



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Minority MAP Reading Fall to Spring

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



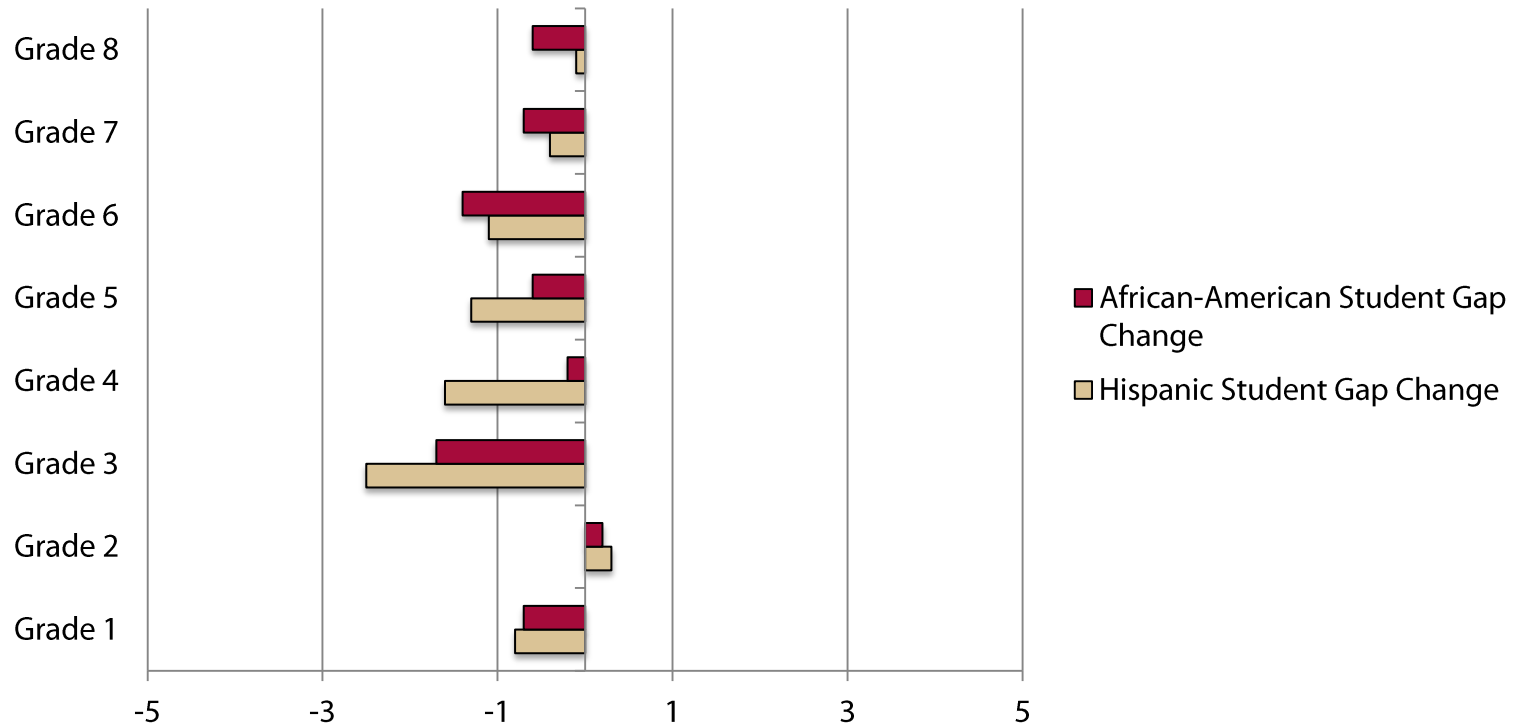
Minor gains in closing reading gaps.



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Minority MAP Mathematics Fall – Spring

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



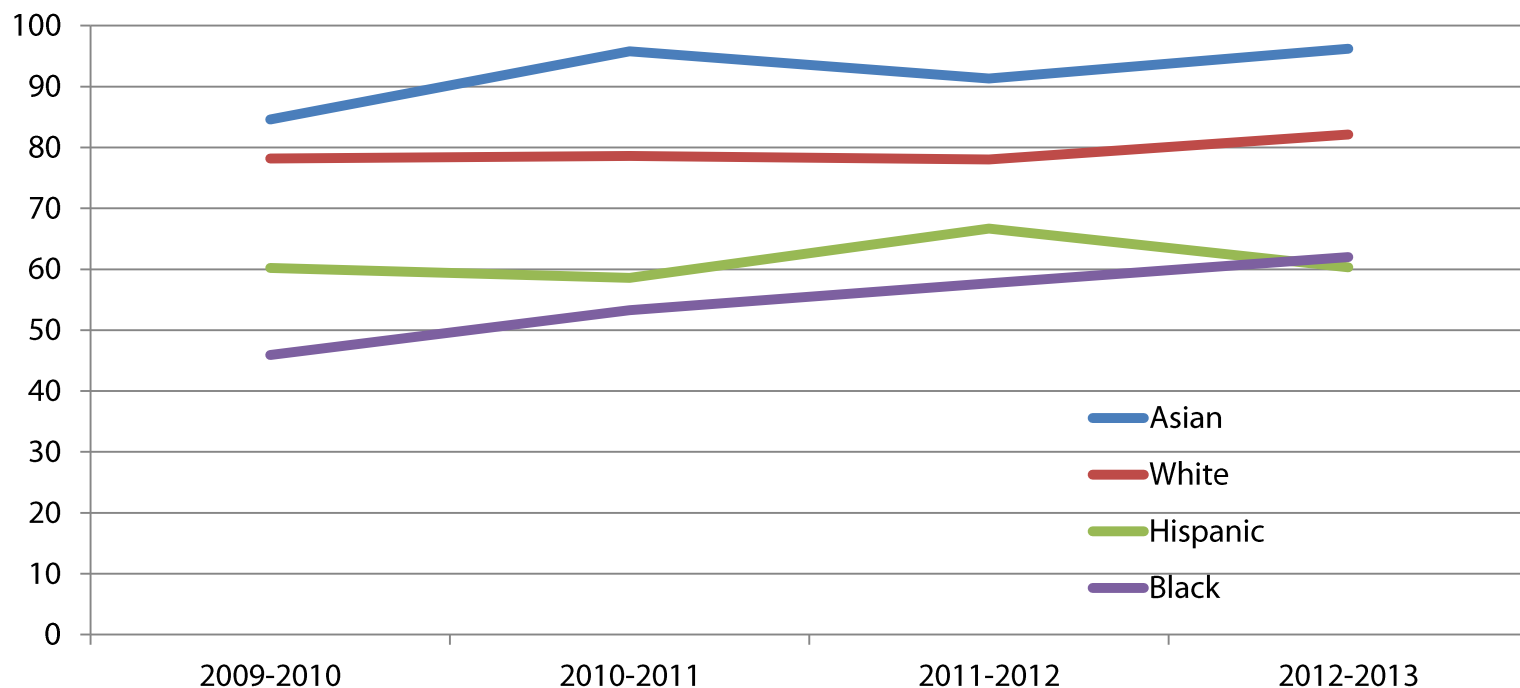
Gap has increased in mathematics.



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4-Year High School Completion Rate by Subgroup

Growth measures show closing achievement gaps



2012-2013 graduation rates continue to increase, except Hispanic students. Hispanic graduation gap has widened.



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

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

DEWS determines high, moderate or low risk students based on:

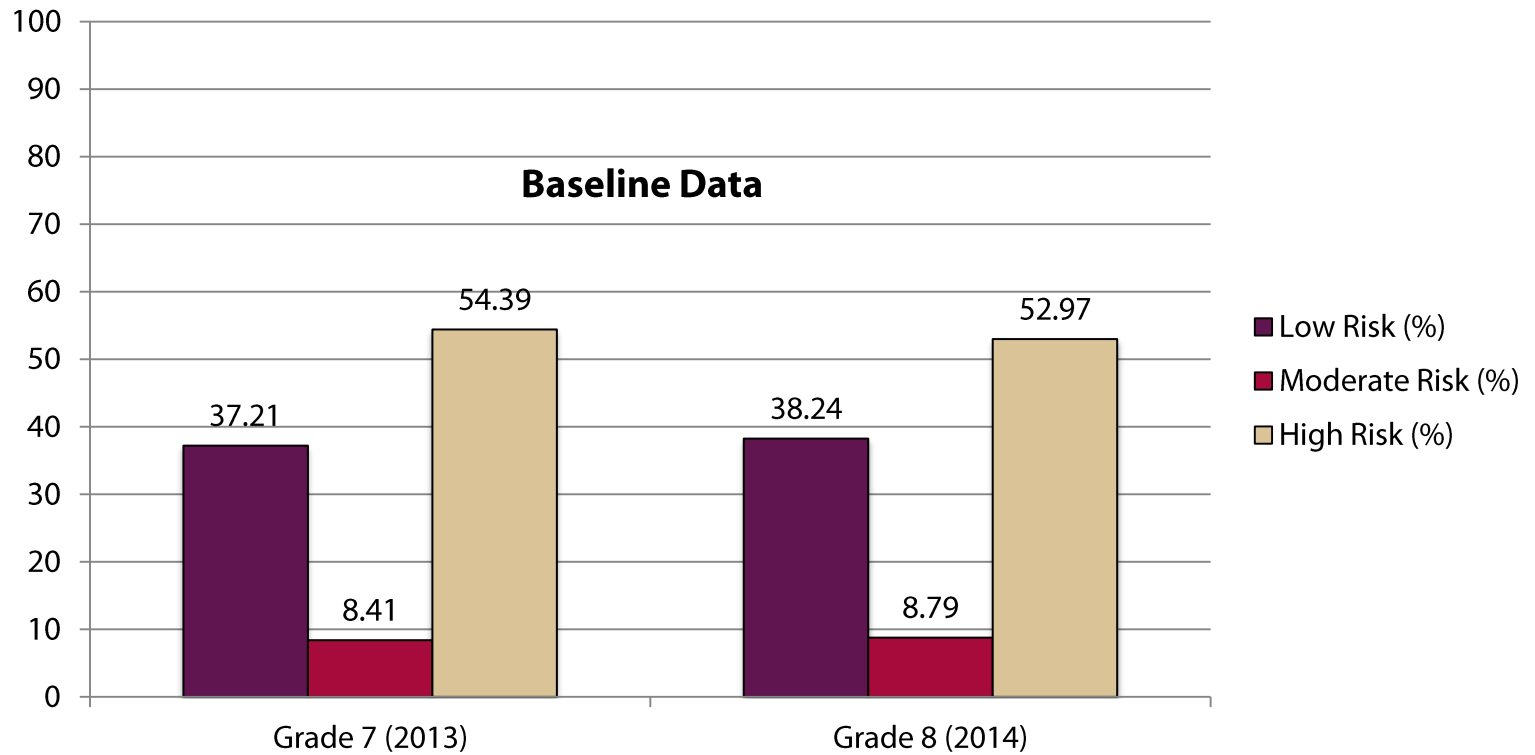
- Attendance
- Days removed for out-of-school suspension or expulsion
- Number of school and district moves
- WKCE performance in reading and mathematics



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Grade 8 DEWS Data

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



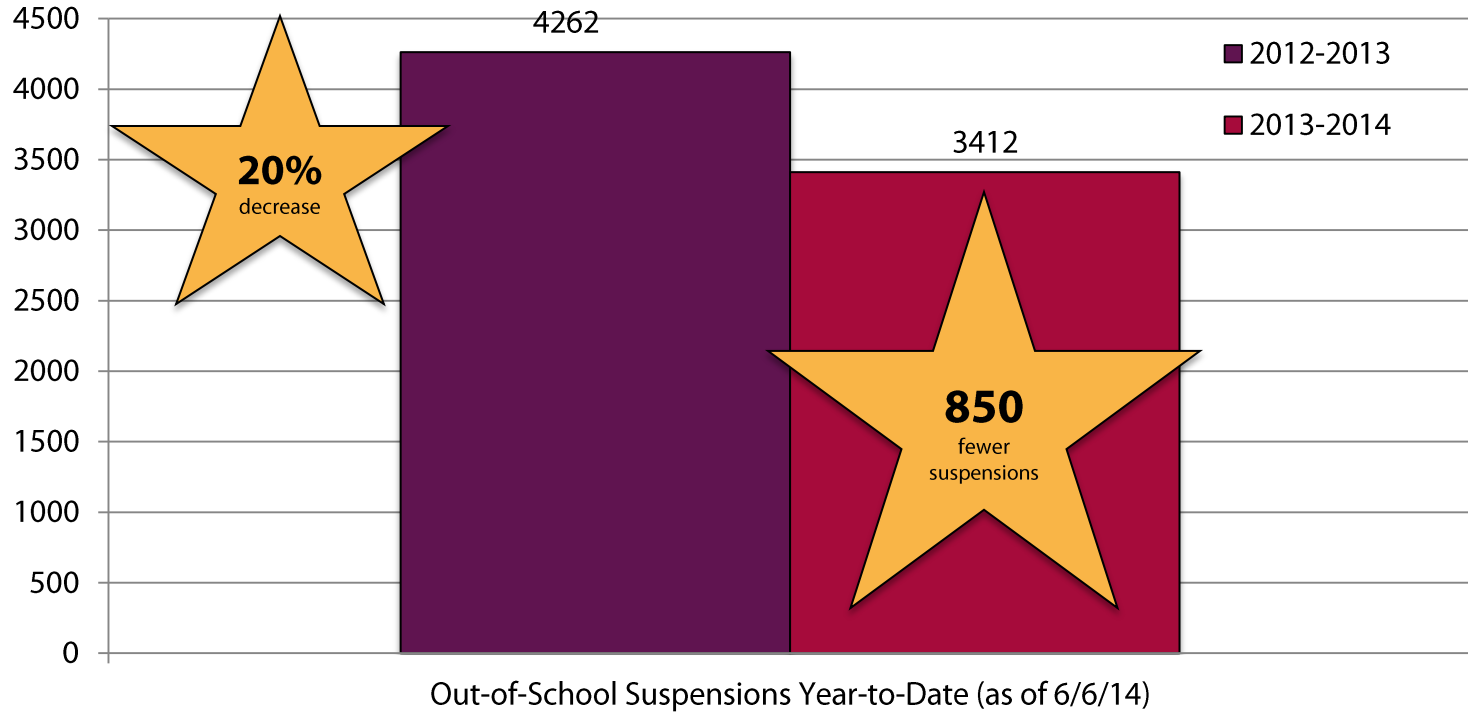
Goal: The number of high risk 8th grade students will decrease.



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Year-to-Date Suspension Data

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



We continue to disproportionately suspend our minority students.



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

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

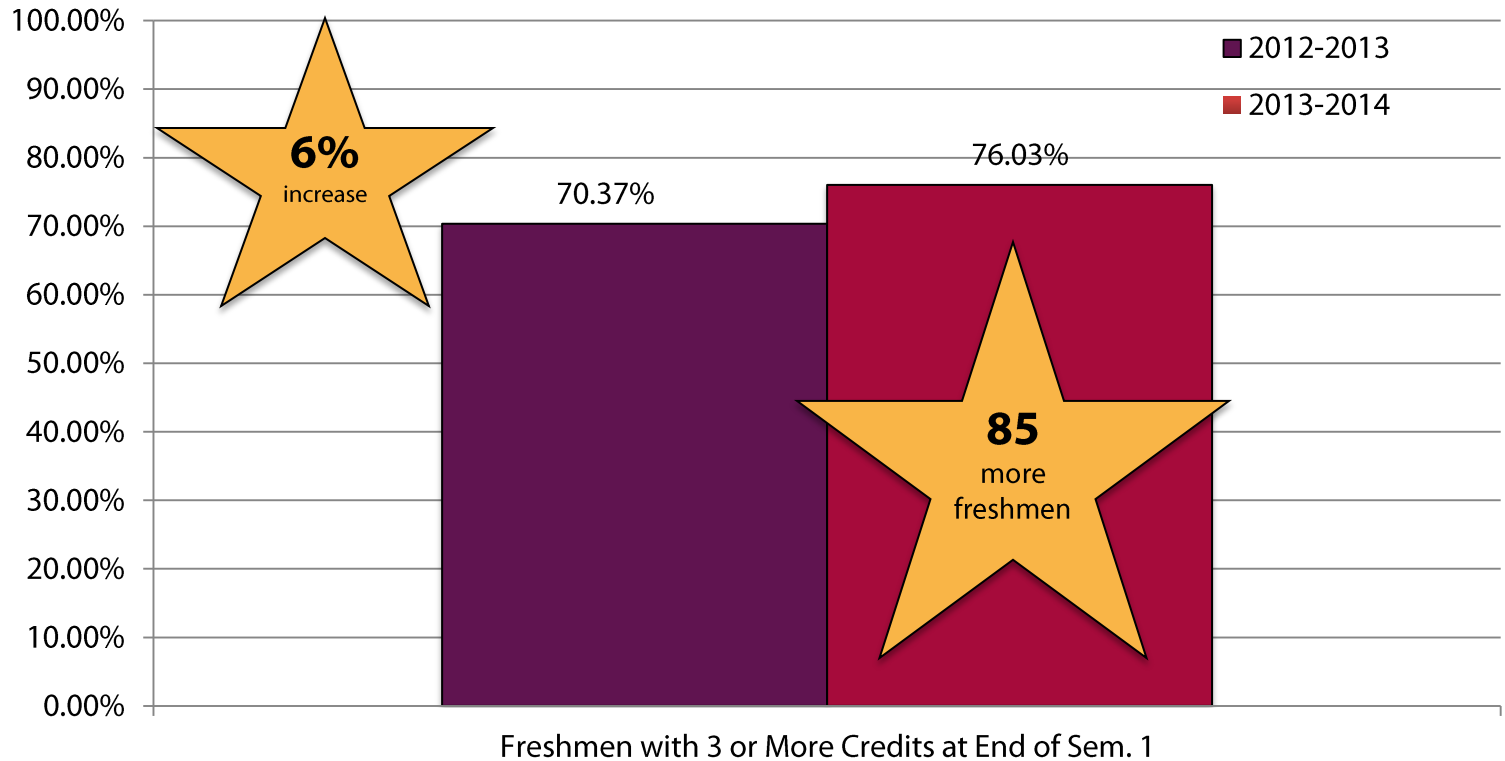
Graduation rate data considers students who graduate in 4 years.



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Grade 9 Students with 3 or More Credits

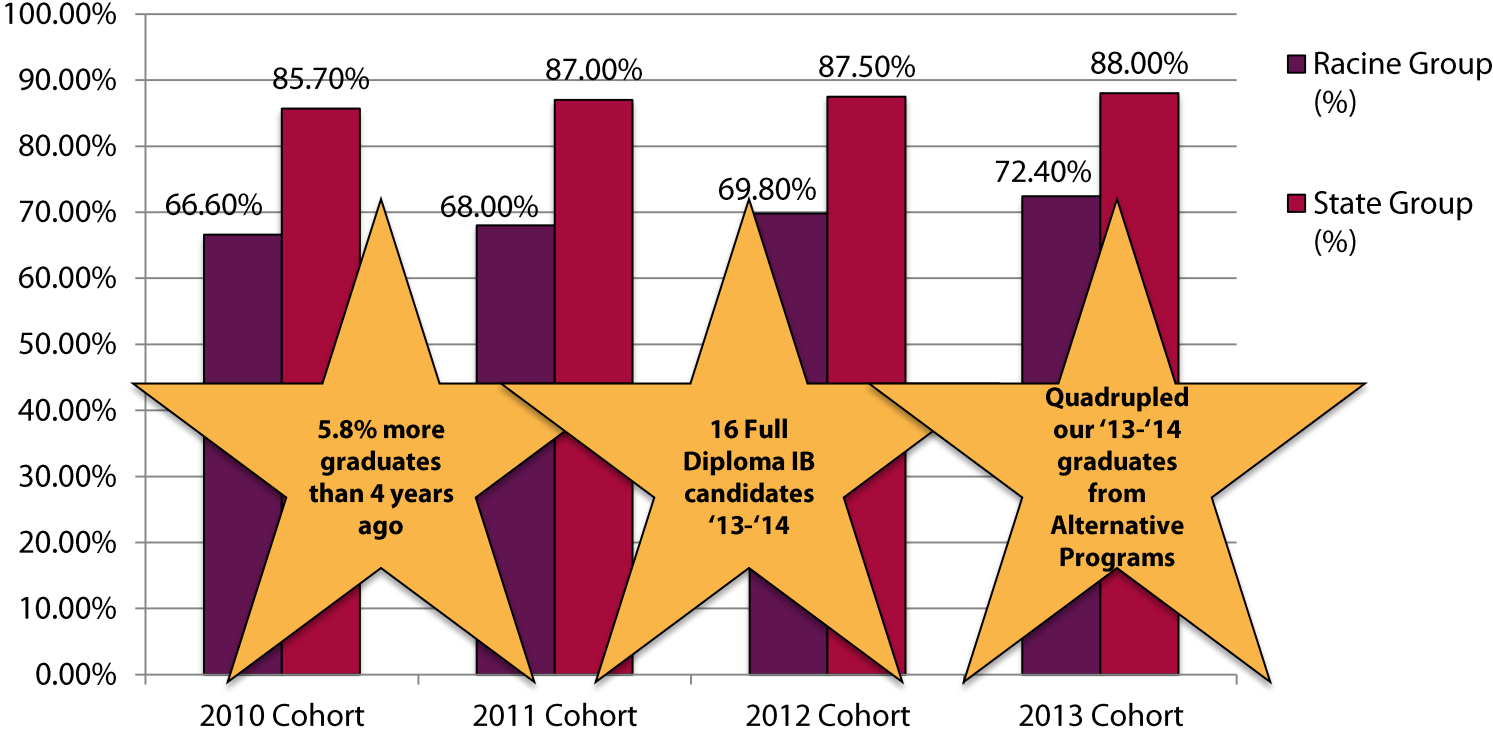
Increased number of students on track to graduation by the end of grade 9



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4-Year High School Graduation Rate

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



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

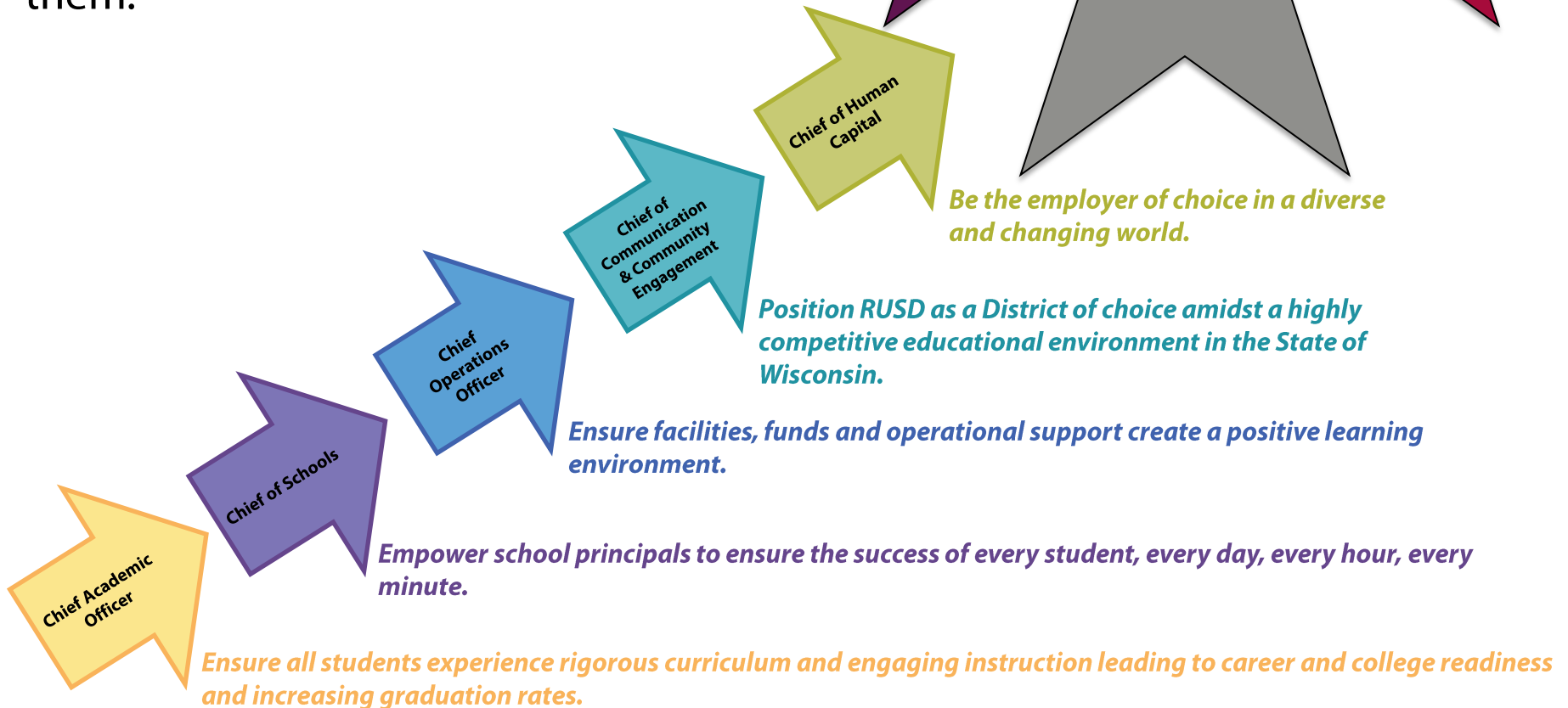
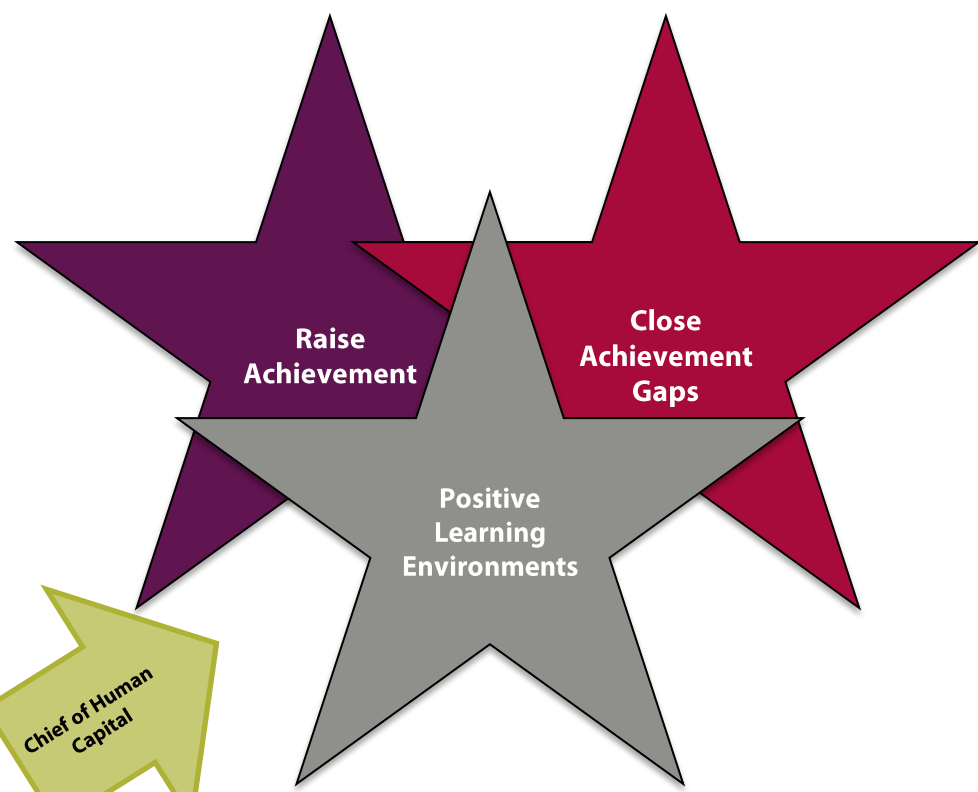


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3 Priorities: 3 Years

We align all our work to these three priorities.

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



Chief Academic Officer: Year 1

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

Chief Academic Officer

Student Learning,
Accountability, Teacher Learning,
Curriculum, Instruction, Special Education, ELL,
Career & Technical Education, Gifted & Talented,
Early Childhood



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Chief of Schools: Year 1

- ✓ Implement school improvement accountability
- ✓ 100% of principals are Teachscape certified for Educator Effectiveness
- ✓ Implement coaching training for all principals
- ✓ Provide ongoing leadership development for all principals
- ✓ 100% of schools trained in Positive Behavior Interventions and Support (PBIS)
- ✓ Plan for implementation of character development and positive school climate programs



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Chief Operations Officer: Year 1

- ✓ Implement system for preventative maintenance tracking and data management of needs
- ✓ Conduct budget roundtables as part of budget process
- ✓ Collaboratively identify savings through employee fringe benefit adjustments
- ✓ Combine Transportation and Enrollment services
- ✓ Offer a more flexible pick-up/drop-off policy
- ✓ Complete Technology refresh of staff computers
- ✓ Upgrade wireless infrastructure at 10 schools



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Chief of Communication & Community Engagement: Year 1

- ✓ Implement internal branding campaign
- ✓ Provide customer service professional development for frontline staff
- ✓ Design and implement new District website
- ✓ Establish Superintendent's Advisory Council
- ✓ Reorganize and expand Parent Key Communicator committee



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Chief of Human Capital: Year 1

- ✓ Refine staffing and create electronic transfer process
- ✓ Develop partnerships with area colleges and universities to establish career ladders for employees
- ✓ Expand recruitment efforts to attract high-quality, diverse applicants
- ✓ Actively recruit for hard-to-fill positions

Chief of Human Capital

Recruiting, Hiring,
Retention, Job Satisfaction,
Employee Effectiveness, Employee Relations,
Salary, Benefits, Retirement, Substitutes

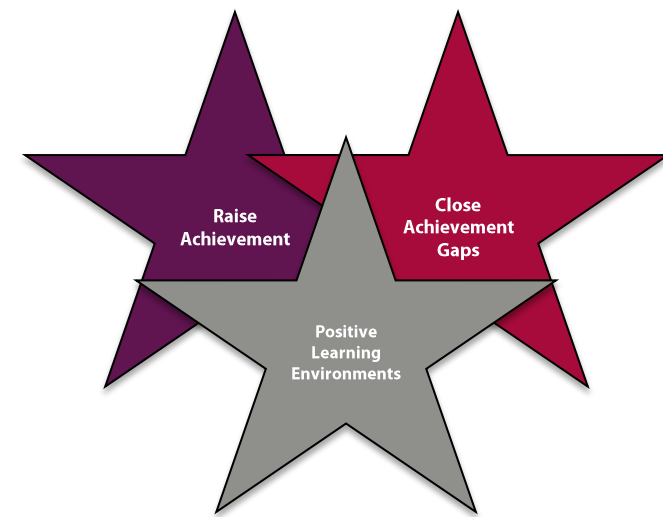


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In Year 2:

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



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We will sustain the momentum

toward

Raising Racine



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