Kenosha Unified School District

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MONTHLY SCHOOL BOARD
STANDING COMMITTEE MEETINGS

Educational Support Center
Board Meeting Room
3600-52nd Street
Kenosha, WI 53144

April 8, 2014

5:30 P.M. – Curriculum/Program
6:00 P.M. – Joint Personnel/Policy
& Curriculum/Program
6:45 P.M. – Audit/Budget/Finance

April 2014 Planning/Facilities/Equipment Standing
Committee Meeting has been canceled

Please Note: Committee meetings may start early if
preceding meeting adjourns early.

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CURRICULUM/PROGRAM – 5:30 P.M.

A) Approval of Minutes – March 11, 2014 Joint
   Audit/Budget/Finance & Curriculum/Program and
   Curriculum/Program ....Pages 1-5

B) Information Items

   1) eSchool Utilization Update ....Pages 6-16

   2) Curriculum Timeline ....Pages 17-18

C) Future Agenda Items

D) Adjournment

JOINT PERSONNEL/POLICY AND CURRICULUM/PROGRAM – 6:00 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING

A) Approval of Minutes – February 11, 2014
   Personnel/Policy and Joint Personnel/Policy &
   Curriculum/Program ....Pages 19-21

B) Elementary Standards Based Grading: Progress
   Monitoring and Assessing For Student Learning......................Pages 22-78

C) Information Item

   1) Update on MAP Assessment and Reporting
      (Information will be provided at the meeting)

Personnel/Policy:
   2) Recommendations Concerning Appointments, Leaves
      of Absence, Retirements and Resignations ....Page 79

D) Future Agenda Items

E) Adjournment

<u>AUDIT/BUDGET/FINANCE – 6:45 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING</u>

C) Future Agenda Items

D) Adjournment

PLEASE NOTE: The April 2014 Planning/Facilities/
              Equipment Standing Committee
              Meeting Has Been Canceled.

There may be a quorum of the board present at these Standing Committee meetings; however, under no circumstances will a board meeting be convened nor board action taken as part of the committee process. The three board members who have been appointed to each committee and the community advisors are the only voting members of the Standing Committees.

KENOSHA UNIFIED SCHOOL BOARD
JOINT AUDIT/BUDGET/FINANCE AND
CURRICULUM/PROGRAM MEETING
Educational Support Center – Room 110
March 11, 2014
MINUTES

A joint meeting of the Kenosha Unified Audit/Budget/Finance and Curriculum/Program Committees chaired by Mrs. Taube was called to order at 5:30 P.M. with the following Committee members present: Mr. Nuzzo, Mr. Bryan, Mrs. Marcich, Mr. Kent, Mr. Holdorf, Mr. Flood, Mrs. Coleman, Mrs. Daghfal, Mrs. Karabetsos, Mrs. Santoro, Mrs. Renish-Ratelis, and Mrs. Taube. Dr. Savaglio-Jarvis was also present. Mrs. Kenefick arrived later. Mr. Coleman, Ms. London, and Ms. Galli were absent. Mr. Aceto and Mrs. Dawson were excused.

Audit/Budget/Finance:

Approval of Minutes – February 11, 2014

Mr. Nuzzo moved to approve the minutes as contained in the agenda. Mr. Bryan seconded the motion. Unanimously approved.

Information Items

Mr. Tarik Hamdan, Interim Chief Financial Officer, presented the Monthly Financial Statements as contained in the agenda. He informed Committee members of additional Medicaid revenue in the amount of approximately $1.2 million which will be included in next month's financial statements. Questions from Committee members were answered by Mr. Hamdan.

Mrs. Kenefick arrived at 5:33 P.M.

Future Agenda Items

There were no future agenda items noted.

Joint Audit/Budget/Finance and Curriculum/Program:

Mary Frost Ashley Charitable Trust

Mrs. Patricia Demos, Community School Relations Coordinator, presented the Mary Frost Ashley Charitable Trust agenda item which consisted of a one-year grant proposal in the amount of $110,000 titled Framework for Healthy Youth Development: Expanding Family Learning and Student Engagement Program. She indicated that approval was being requested to submit and implement the one-year grant, if awarded, which would further develop and strength the comprehensive parent education training program, family interactive learning experiences, and expand student engagement learning opportunities through a high school group that provides a framework for character building and healthy learning experiences.

Mr. Nuzzo moved to forward the one-year grant proposal in the amount of $110,000 titled Framework for Healthy Youth Development: Expanding Family Learning and Student

Engagement Program submission to the Mary Frost Ashley Charitable Trust to the full Board for consideration. Mrs. Coleman seconded the motion. Unanimously approved.

Read to Lead Grant Request

Ms. Belinda Grantham, Director of Pre-School, and Dr. Floyd Williams, Assistant Superintendent of Elementary School Leadership, presented the Read to Lead Grant Request. They indicated that approval was being requested to submit and implement, if awarded, the grant in the amount of $50,000. The purpose of the grant is to support literacy development of KUSD Early Education students and their families at one school through the use of electronic readers coupled with literacy training from Early Education staff and for the parents in those classrooms.

Mr. Nuzzo moved to forward the Read to Lead Grant Request to the full Board for approval. Mrs. Coleman seconded the motion. Unanimously approved.

Head Start Federal Grant Request

Ms. Grantham presented the Head Start Federal Grant Request. She indicated that approval was being requested to submit and implement, if awarded, the grant which is designed to fund the operating costs of the Head Start Program. She noted a reduction in the number of sites that will provide services, an increase in number of classrooms at some sites, the pilot of CLASS (Classroom Assessment Score System) in some classes, and a few staffing changes to the program for the 2014-2015 school year.

Mrs. Daghfal moved to forward the 2014-2015 Head Start Federal Grant Request to the full Board for approval. Mrs. Coleman seconded the motion. Motion carried. Mr. Flood dissenting.

Meeting adjourned at 6:04 P.M.

Stacy Schroeder Busby
School Board Secretary

A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mr. Flood was called to order at 6:07 P.M. with the following Committee members present: Mrs. Taube, Mrs. Coleman, Mrs. Daghfal, Mrs. Karabetsos, Ms. Kenefick, Mrs. Santoro, Mrs. Renish-Ratelis, and Mr. Flood. Dr. Savaglio-Jarvis was also present. Dr. Mangi arrived later. Ms. Galli was absent.

Approval of Minutes – February 11, 2014, Joint Personnel/Policy & Curriculum/Program And Curriculum/Program

Mrs. Coleman moved to approve the minutes as contained in the agenda. Mrs. Kenefick seconded the motion. Unanimously approved.

Equipment Use for Softball and Baseball

Mr. Steven Knecht, Coordinator of Athletics/Physical Education, presented the Equipment Use for Softball and Baseball. He indicated that approximately five years ago, the WIAA added language to the bylaws stating that schools could issue protective equipment in the summer to their students with approval of their governing board for reasons of safety. At that time, the Board granted permission to hand out equipment in the summer. In April of 2013, the WIAA membership passed a new rule stating that schools not issue wearing apparel and protective equipment prior to the first allowable day of practice unless specifically allowed in season regulations for that sport. One exception is that, with approval of its governing body, schools may issue school uniforms or other wearing apparel and protective equipment for the use by athletes in training or competition in the summertime. In order to allow students who do not have their own protective gear to participate in open gym and in the interest of safety for student athletes, approval is being requested for the use of protective equipment for softball and baseball during the school year outside of the sport season. Additionally, it is being recommended that the Superintendent and the Coordinator of Athletics/Physical Education be granted authority to approve the use of school equipment in the future should WIAA sports rules change that are in the best interest for the safety of our students.

Mrs. Coleman moved to forward the Equipment Use for Softball and Baseball to the full Board for consideration of the use of protective equipment during the school year outside of the sport season and for granting of authority to the Superintendent and the Coordinator of Athletics/Physical Education to approve future use of school equipment should WIAA sports rules change that are in the best interest for the safety of our students. Mrs. Daghfal seconded the motion. Unanimously approved.

Dr. Mangi arrived at 6:14 P.M.

Ellevation Proposal

Dr. Sue Savaglio-Jarvis, Assistant Superintendent of Teaching and Learning, presented the Ellevation Proposal. She indicated that during the 2012-2013 school year, there were

English-as-a-second-language leadership committees formed to help solidify a program for English Language learners in the Kenosha Unified School District. The English-as-a-second-language leadership committees have expressed numerous concerns regarding the amount of time spent on paperwork versus time for teacher collaboration and student instructional time. The programming leadership branch of the English-as-a-Second-Language Leadership Committee investigated a variety of software programs to try to find which one would best fit the needs of the Office of World Languages and Language Acquisition Program. The committee members believe that Ellevation would support teachers with the best software to assign standard-aligned goals to their students and facilitate the teacher collaboration process regarding English Language learners. Questions from Committee members were answered by Dr. Savaglio- Jarvis and Mrs. Sarah Smith, Coordinator of World Languages and Language Acquisition Program.

Mrs. Daghfal moved to forward the Ellevation Proposal to the full Board for approval. Mrs. Karabetsos seconded the motion. Unanimously approved.

Middle School Honors

Dr. Savaglio-Jarvis introduced the Middle School Honors Update and indicated that a brief history, the 2013-2014 first semester honors distinction and advanced math numbers, and key findings prepared by Hanover Research were being provided in response to the request from a Committee member. Dr. Savaglio-Jarvis; Dr. Bethany Ormseth, Interim Assistant Superintendent of Secondary School Leadership; Mr. David Tuttle, Coordinator of Talent Development; and Mrs. Susan Mirsky, Coordinator of Literacy; answered questions from Committee members.

Ms. Stevens requested a report regarding the Department of Public Instruction's changes pertaining to the Gifted and Talented Program.

Mrs. Kenefick moved that a recommendation be forwarded to the full Board for the exploration of the gifted and talented program and that expansion for grades 6, 7, and 8 be implemented as soon as possible. Mrs. Renish-Ratelis seconded the motion. Unanimously approved.

Mrs. Kenefick moved that a recommendation be forwarded to the full Board for an expansion, at a minimum, of the 7th and 8th grade honors English curriculum and expectations. Mrs. Daghfal seconded the motion. Unanimously approved

Information Items

Mr. Kristopher Keckler, Executive Director of Information and Technology, and Ms. Renee Blise, Research Coordinator, gave a PowerPoint presentation for the Update Report on Current and Upcoming District/State Assessments which covered the following topics: DPI Agenda, Migration to Technology Enhanced and/or Adaptive Assessments, District Assessments, Available Accommodations, Logistics and Concerns, and Preparation. Questions from Committee members were asked and answered.

Mrs. Coleman departed the meeting at 7:05 P.M.

Future Agenda Items

Dr. Savaglio-Jarvis indicated that she would have a Standards Based Grading Update and Curriculum Timeline for April, and she and Mr. Keckler indicated the Three Year Technology Plan would be ready for April or May.

Mrs. Daghfal requested an update on honors distinction in Science and Social Studies at the middle school level.

Mr. Flood requested an update on the World Language Program.

Mrs. Daghfal moved to adjourn the meeting. Mrs. Santoro seconded the motion. Unanimously approved.

Meeting adjourned at 8:06 P.M.

Stacy Schroeder Busby
School Board Secretary

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

April 8, 2014
Curriculum/Program Standing Committee

eSCHOOL UTILIZATION UPDATE

Background

On January 24, 2006, the Kenosha Unified School District Board of Education approved a recommendation to establish a virtual e-school. This recommendation was brought forward by the Kenosha Unified Strategy Three Action Team. This Action Team was formed to address the issue of overcrowding within our district. On May 23rd, 2006, the School Board officially approved the charter school request that created the Kenosha eSchool. This school served students in grades 9 – 12, and had approval for a five (5) year period. Subsequently, another renewal for three (3) years was granted on August 24, 2010. The charter was also updated and approved for another three (3) year period on September 27, 2011, mainly due to the expansion to grades 6-8.

On May 22, 2012, the Kenosha eSchool Charter was brought to the Board and a three (3) year extension agreement was approved. The May 22, 2012, approval was supported for various reasons. The KUSD transformational design goal (#1) addressed expansion of online learning opportunities for all students. Due to the growing need and interest of online learning at all grade levels, the eSchool requested to expand and offer an elementary online option, which resulted in the expansion of the Kenosha eSchool to include grades K-5. The District also needed to provide necessary educational options for secondary school students during the second year of dramatic budget cuts. In addition, the KUSD School Board had requested that all of the existing charter schools would align their charter contract language to a communal layout, presentation, and understanding. At the same time, The Wisconsin Department of Public Instruction utilized the Charter School Contract Reviewer Benchmarks instrument, and identified key areas that needed to be present in a charter school contract. Some of the changes were the result of the reviewers' suggestions and recommendations.

Partnerships

The Kenosha eSchool is involved with two prominent organizations within Wisconsin. They are the Wisconsin eSchool Network and the Wisconsin Digital Learning Collaborative (WDLC).

Wisconsin eSchool Network

The Kenosha eSchool joined the Wisconsin eSchool Network as an invested partner in 2006. The Mission of the Wisconsin eSchool Network, Inc. as a nonprofit 501 (c)(3) is to share high quality online learning resources and best practices while maintaining maximum autonomy for schools and programs to best meet the needs of their local community. It is a collaborative group

of WI Educators, Districts, Schools, and Programs that work together to collaborate, create, and innovate digital learning options.

Facts:
- Originated in 2002-03 between the Appleton Area School District and Kiel School District
- Grade Levels: K-12
- Serves small, medium, and large school districts all who believe in digital learning as an option
- In 2012-13 WEN successfully developed a new Affiliate model in addition to the Invested model
- A wide array of course offerings to select from *(nearly 200 .5 credit offerings)*
- Currently serves 17 districts and has formed a partnership with the DPI and WVS (CESA 9)
- In 2012-13 alone WEN served over 10,000 enrollments
- Most recently formalized as a non-profit 501 (c)(3)
- Governed by Invested Member Districts (decisions made by WI educators, not shareholders)
- Collaboration happens monthly via web-based meetings and annually face to face
- WEN, Inc. has purchased nearly $1.5 million in curriculum for partners to utilize
- WEN, Inc. also licenses content from multiple vendors, so you do not have to commit to one vendor.
- WEN, Inc. has invested six figures in system customizations specific to WI program needs.
- Types of Program Usage: Statewide Virtual Charters, FT, PT, Supplemental, Blended, Credit Recovery, Gifted and Talented, AP/Honors, Summer School

Wisconsin Digital Learning Collaborative (WDLC)

The Wisconsin eSchool Network and CESA 9's Wisconsin Virtual School (WVS) have partnered with the Department of Public Instruction to create equitable high quality resources to be available throughout Wisconsin. This collaborative partnership is called the Wisconsin Digital Learning Collaborative (WDLC). The WDLC now provides pathways to more than 230 districts with cost efficient digital and online tools, resources, multiple vendor solutions, professional development, and planning guidance. The two organizations have collaborated with DPI to provide a single point for schools to access quality online courses, integrating them into the new student information system. Combined, these two programs provide partnership pathways for schools to provide a variety of high quality online and blended learning opportunities throughout the State of Wisconsin.

Kenosha eSchool Demographics/Enrollments

Full Time Student Enrollment by School Year (as of Third Friday Count)
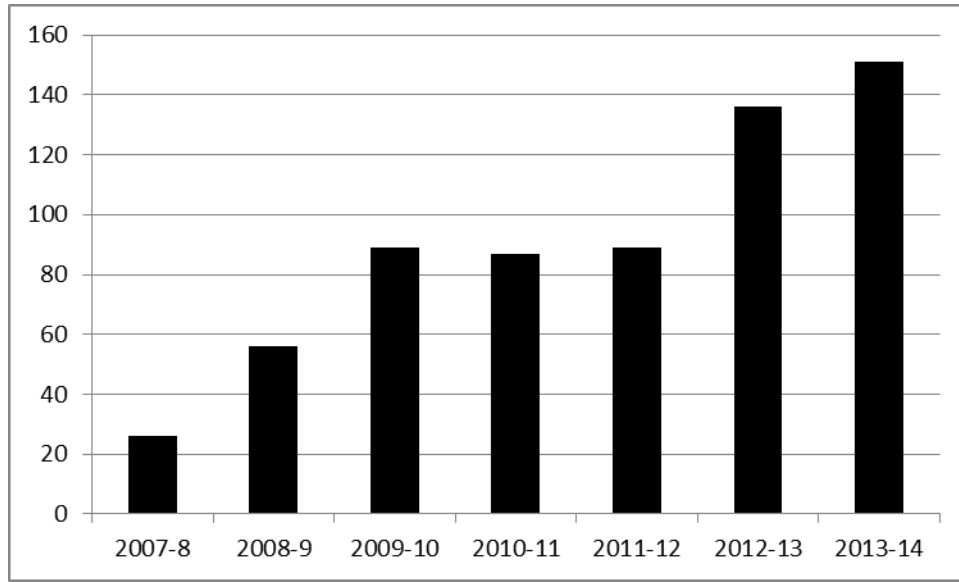
School Year	Full Time Students (as of Third Friday Count)
2013-14	151
2012-13	136
2011-12	89
2010-11	87
2009-10	89
2008-09	56
2007-08	26

Full Time and Part Time Students by Grade Level (as of 2/27/14)

Full Time Students by Grade	Total
KG	6
1	6
3	1
4	3
5	2
6	8
7	13
8	12
9	25
10	20
11	30
12	24
Total Full Time Students	150

Part Time Students by Grade	Total
KG	0
1	0
3	0
4	0
5	0
6	4
7	78
8	126
9	68
10	124
11	144
12	224
Total Part Time Students	768

Full Time and Part Time Students by Gender (as of 2/27/14)

Status	Female	Male	Grand Total
Full Time Total	71	79	150
*Part Time Total	448	320	768
Grand Total	519	399	918

Full Time Students by Ethnicity (as of 2/27/14)

Ethnicity	Full
American Indian/Alaskan Native	1
Asian	3
Black or African American	8
Hispanic of any Race	20
Two or More Races	1
White	117

Full Time Students by Category/Program (as of 2/27/14)

Programs	Full Time
504	0
Abeyance	0
Age Inappropriate/Credit Deficient	64
Economically Disadvantage (Free/Reduced Lunch) as of Jan 2014	49
ELL (below Level 6)	5
Expelled	2
Homeless	4
ITED (KUSD Diploma)	10
Special Education	15

Part Time Student Enrollments by Specialized Course Category (as of 2/27/14)

*Enrollment= 1 student in 1 course

A part time student can have multiple course enrollments

Specialized Courses (Sept 3, 2013--Feb. 27, 2014)	Enrollments
AP Courses	24
Abeyance	133
DEP	44
Honors Level Courses	228
Middle School Pilot Program	163
PE/Health	222
World Languages	174
Other Part Time (Special Interest, Schedule Conflict, Homebound, Online Grad Requirement, Credit Recovery)	273

Wisconsin Virtual Charter Schools 2014-15 School Year

2014 – 2015 Virtual Charter Schools

1) Appleton Area School District
   Appleton eSchool Grades: 07-12
   2121 Emmers Dr
   Appleton WI 54915-3802
   Matthew Mineau
   920-832-6212
   hansonerik@aasd.k12.wi.us
   www.aasd.k12.wi.us/eschool/

2) Appleton Area School District
   Wisconsin Connections Academy Grades: KG-12
   PO Box 2019
   Appleton WI 54912-2019
   Michelle Mueller
   920-832-4800
   muellermichell@aasd.k12.wi.us
   www.aasd.k12.wi.us/wca/

3) Barron Area School District
   Advanced Learning Academy of Wisconsin
   Grades: K4-12
   Barron High
   1050 E Woodland Ave
   Barron WI 54812-1052
   Beth Javener
   715-537-5627 ext. 133
   javenerb@barron.k12.wi.us
   www.alawonline.org

4) Cameron School District
   Cameron Academy of Virtual Education (CAVE)
   Grades: KG-12
   PO Box 378
   Cameron WI 54822-0378
   Tamara Sharp
   715-458-4560 ext. 5611
   tsharp@cameron.k12.wi.us
   www.cameron.k12.wi.us/schools/cave

5) Chetek-Weyerhaeuser School District
   Link2Learn Virtual Charter School Grades: K4-12
   PO Box 6
   Chetek WI 54728-0006
   Cali Kohlmeyer
   715-924-3136 ext. 2137
   ckohlmeyer@cwasd.k12.wi.us
   www.chetek.k12.wi.us

6) Cumberland School District
   Island City Virtual Academy Grades: K4-12
   1010 8th Ave
   Cumberland WI 54829-9174
   Barry Rose
   715-822-5124 ext. 301
   brose@csdmail.com
   www.cumberland.k12.wi.us

7) Gillett School District
   CRE8 Charter School Grades: K4-05
   PO Box 227
   Gillett WI 54124-0227
   Gary Kohl
   920-855-2137
   gkohl@gillett.k12.wi.us
   www.gillett.k12.wi.us

8) Gillett School District
   Gillett Occupation and Leadership GOAL Charter
   School Grades: 06-12
   PO Box 227
   Gillett WI 54124-0227
   Gary Kohl
   920-855-2137
   gkohl@gillett.k12.wi.us
   www.gillett.k12.wi.us

9) Grantsburg School District
   iForward Grades: 06-12
   480 E James Ave
   Grantsburg WI 54840
   Billy Beesley
   715-463-5499
   billy.beesley@iforwardwisconsin.com
   www.iforwardwisconsin.com

10) Hayward Community School District
    Hayward Center for Individualized Learning HACIL
    Virtual Charter School Grades: KG-12
    15930 W 5th St
    Hayward WI 54843
    Crystal Hexum
    715-934-2112
    hacil@hayward.k12.wi.us
    www.hacil.org

11) Janesville School District
Janesville Virtual Academy Grades: KG-12
1831 Mount Zion Ave
Janesville WI 53545-1299
Mary Ann Kahl
608-743-6605
makahl@janesville.k12.wi.us
www.janesville.k12.wi.us/jval

12) Kenosha Unified School District No. 1
Kenosha eSchool Grades: KG-12
6121 Green Bay Rd Ste 100
Kenosha WI 53142
Daniel Tenuta
262-359-7715
dtenuta@kusd.edu
eschool.kusd.edu

13) Kettle Moraine School District
KM Global Charter School for Leadership and
Innovation Grades: 09-12
349 N Oak Crest Dr
Wales WI 53183-9711
Valerie Schmitz
262-968-6273 ext. 4700
schmitzv@kmsd.edu
www.kmglobalcharter.com/kmglobal.cfm

14) Kiel Area School District
Kiel eSchool Grades: 07-12
PO Box 201
Kiel WI 53042-0201
Heidi Dorner
920-894-5154
hdorner@kiel.k12.wi.us
www.kiel.k12.wi.us/kieleschool/

15) McFarland School District
Wisconsin Virtual Academy (WIVA K-8) Grades: KG-08
Wisconsin Virtual Academy (WIVA High School) Grades:
09-12
4709 Dale-Curtain Dr
McFarland WI 53558
Leslye Erickson
608-838-9482
lerickson@k12.com
www.k12.com/wiva

16) Medford Area Public Schools
Rural Virtual Academy Grades: K4-09
509 E Clark St
Medford WI 54451
Charles Heckel
715-748-2516
heckech@medford.k12.wi.us
ruralvirtual.org

17) Merrill Area Public Schools
Bridges Virtual School Grades: K4-12
1111 N Sales St
Merrill WI 54452-3198
John Hagemeister
715-536-9593
john.hagemeister@maps.k12.wi.ushttp://
www.maps.k12.wi.us/bridgesvirtualacademy

18) Middleton-Cross Plains School District
21st Century eSchool Grades: KG-12
2429 Clark St
Middleton WI 53562-2619
Jill Gurtner
608-829-9641
jgurtner@mcpasd.k12.wi.us
www.mcpasd.k12.wi.us

19) Northern Ozaukee School District
Wisconsin Virtual Learning (WVL) Grades: K4-12
401 Highland Dr
Fredonia WI 53021-9499
Melissa Horn
262-692-3988
mhorn@nosd.edu
www.wisconsinvl.net

20) Prairie du Chien Area School District
Mighty River Academy of Virtual Education
Grades: KG-12
800 East Crawford
Prairie du Chien WI 53821
Jennifer Gallagher
608-326-3703
gallaghje@pdc.k12.wi.us
www.pdc.k12.wi.us

PO Box 7841, Madison, WI 53707-7841 • 125 South Webster Street, Madison, WI 53703
(608) 266-3390 • (800) 441-4563 toll free • (608) 267-1052 fax • (608) 267-2427 tdd • dpi.wi.gov

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21) Portage Community School District
Portage Virtual School Grades: 06-12
305 E Slifer St
Portage WI 53901-1259
Lindsey Heselbarth
608-742-4879 ext.4134
heselbarthl@portage.k12.wi.us
www.portage.k12.wi.us/virtual

22) Sheboygan Area School District
George D. Warriner High School for Personalized
Learning Grades: 09-12
712 Riverfront Dr Ste 101
Sheboygan WI 53081
Jacob Konrath
920-207-5307
jkonrath@sheboygan.k12.wi.us
www.sheboygan.k12.wi.us/warrinerhigh/

23) Sheboygan Area School District
George D. Warriner Middle School Grades: 06-08
712 Riverfront Dr Ste 101
Sheboygan WI 53081
Jacob Konrath
920-207-5307
jkonrath@sheboygan.k12.wi.us
www.sheboygan.k12.wi.us/warrinermiddle

24) Spooner Area School District
SAVE Academy Area Virtual Academy
Grades: KG-12
801 County Highway A
Spooner WI 54801
Katie McKinney
715-635-0215
mckinneyk@spooner.k12.wi.us
www.spooner.k12.wi.us

25) Waukesha School District
eAchieve Academy - Wisconsin Grades: 06-12
222 Maple Ave
Waukesha WI 53186-4725
Richard Nettesheim
262-970-1074
mettesh@waukesha.k12.wi.us
www.eAchieve.com

26) Waukesha School District
eAchieve Academy - Wisconsin Grades: 06-12
222 Maple Ave
Waukesha WI 53186-4725
Richard Nettesheim
262-970-1074
mettesh@waukesha.k12.wi.us
www.eAchieve.com

27) Wauwatosa School District
Wauwatosa Virtual Academy Grades 06-12
12121 West North Avenue
Wauwatosa, WI 53226
Dennis Mahony
414-773-1000
mahonyde@wauwatosa.k12.wi.us
www.wauwatosavirtualacademy.com

28) Whitewater Unified School District
JEDI Virtual K-12 Grades: KG-12
1221 Innovation Drive, Ste 205
Whitewater, WI 53190
Leslie Steinhaus
262-473-1469
lsteinhaus@mail.jedi.k12.wi.us
www.jedivirtual.org

Richland School District *(Proposed)*
Richland Online Academy Grades: 06-12
1996 US Highway 14 West
Richland Center, WI 53581-1352
Rachel Schultz
608-647-6106
rschultz@richland.k12.wi.us
www.richland.k12.wi.us/ROA/online.html

River Falls School District *(Proposed)*
River Falls e School Grades: 06-12
852 E. Division Street
River Falls, WI 54022-2599
Mike Johnson
715-425-1800
Mike.johnson@rfsd.k12.wi
www.rfsd.k12.wi.us/rf-es

PO Box 7841, Madison, WI 53707-7841 • 125 South Webster Street, Madison, WI 53703
(608) 266-3390 • (800) 441-4563 toll free • (608) 267-1052 fax • (608) 267-2427 tdd • dpi.wi.gov

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Tomorrow River School District *(Proposed)*
Central Wisconsin Virtual School Grades: 04-12
357 North Main Street
Amherst, WI 54406-9012
Mark Luetschwager
715-824-5522 ext. 2
mluetschwager@amherst.k12.wi.us
www.amherst.k12.wi.us

Dr. Joseph T. Mangi
Superintendent of Schools

Dr. Bethany Ormseth
Interim Assistant Superintendent of Secondary School Leadership

Mr. Dan Tenuta
Principal, Kenosha eSchool

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Kenosha Unified School District
Kenosha, Wisconsin

April 8, 2014
Curriculum/Program Standing Committee

CURRICULUM TIMELINE

Background

In response to a request made at the March 11, 2014, Curriculum/Program Standing Committee Meeting, this informational report is provided to the committee as an explanation of the district's response to the curriculum audit (i.e., timeline).

In an effort to provide the best curriculum and supportive services to students in the Kenosha Unified School District, the Office of Teaching and Learning contracted an external audit under the direction of Phi Delta Kappa International/Curriculum Management, Systems, Inc. The intent of the audit was to reveal whether the district had implemented a sound, valid, and operational system of management for student learning as the district moved into the twenty-first century of education. This audit was essential in determining whether or not the current instructional programs and other services were properly suited for Kenosha Unified School District and whether or not they were keeping up with appropriate and current practices in education.

The team of auditors was well suited to provide the slate of services that were needed in order to provide a map for how the district should operate in the future. The team included nationally recognized auditors/educational leaders from across the United States, Canada, and other countries. Six of the seven auditors served on site for this project and all had achieved certified auditor status.

End Result

On November 19, 2013, A Curriculum Audit™ of the Kenosha Unified School District: Kenosha, Wisconsin, was provided to the superintendent and Leadership Council for dissemination and transmittal to stakeholders within the district. The audit report provided:

- Detailed, rigorous, and forthright diagnosis and analysis of the quality control activities of the district in terms of its capabilities to provide quality teaching and learning for its clientele.

- Strengths and weaknesses of the district that may be used to formulate improvement action plans and proceed to improve and enhance the quality of the Kenosha Unified School District.

- A summary of findings and recommendations that were shared with the board of education in an open public meeting on November 19, 2013.

Response to the Curriculum Audit

On November 20, 2014, a suggested curriculum timeline was developed under the direction of lead auditor, Dr. Randall Clegg; board president, Ms. Rebecca Stevens; board vice president, Ms. Jo Ann Taube; and assistant superintendent of teaching and learning, Dr. Sue Savaglio-Jarvis. The timeline identified the following responsibilities:

- Under the direction of the new superintendent, the superintendent shall appoint a system-wide coordinator of curriculum to facilitate and manage the full district audit.

- Once the coordinator of curriculum is appointed by the superintendent, he/she will need at least six to eight months to finalize an action plan.

    o Examples:

        ▪ If the superintendent appoints a coordinator of curriculum in June 2014, a potential action plan shall be presented to the board of education in February 2015.

        ▪ If the superintendent appoints a coordinator of curriculum in July 2014, a potential action plan shall be presented to the board of education in March 2015.

- The coordinator of curriculum, under the direction of the superintendent, will facilitate all facts, findings, and recommendations to the board of education, including a five- to seven-year action plan, at least eight months after the initial appointment of the coordinator who will manage this endeavor.

Dr. Joseph Mangi
Interim Superintendent of Schools

Dr. Sue Savaglio-Jarvis
Assistant Superintendent of Teaching and Learning

KENOSHA UNIFIED SCHOOL BOARD
PERSONNEL/POLICY MEETING
Educational Support Center – Room 110
February 11, 2014
MINUTES

A meeting of the Kenosha Unified Personnel/Policy Committee chaired by Mr. Bryan was called to order at 6:27 P.M. with the following Committee members present: Mrs. Snyder, Mrs. Burns, Mrs. Butler, Mrs. Hamilton, Mrs. Dahl, and Mr. Bryan. Dr. Mangi was also present. Mr. Flood arrived later. Mrs. Morrison and Ms. Morgan were absent.

Approval of Minutes – January 14, 2014

Mrs. Snyder moved to approve the minutes as contained in the agenda. Mrs. Hamilton seconded the motion. Unanimously approved.

School Board Policy Regarding Registered Sex Offenders

Dr. Mangi presented the School Board Policy Regarding Registered Sex Offenders as contained in the agenda. There were no questions from Committee members.

Mrs. Dahl moved to forward the School Board Policy Regarding Registered Sex Offenders to the full Board for approval. Mrs. Butler seconded the motion. Unanimously approved.

Information Items

There were no questions or comments on the Recommendations Concerning Appointments, Leaves of Absence, Retirements, and Resignations.

Mr. Flood arrived at 6:30 P.M.

Mr. Kristopher Keckler, Executive Director of Information and Technology, presented the School Year 2014-15 Preliminary Enrollment Projections as contained in the agenda. He indicated that projections were established by utilizing enrollment trends, birth rates, and cohort survival rates. In the past, new housing development plans that were generated through collaborative efforts with the local municipalities of Kenosha, Pleasant Prairie, and Somers were incorporated into the projections. However, new housing development plans were not considered in the projections for this cycle because of the instability of the current local housing market and the decline of new families moving into this community. He also noted that the enrollment projections reflect the actual number of students projected to enroll in the District and do not represent funding or state aid related FTE (full time equivalency) used for budgetary purposes.

Future Agenda Items

Dr. Mangi requested that an eSchool Update be given to the Committee.

Meeting adjourned at 6:41 P.M.

Stacy Schroeder Busby
School Board Secretary

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KENOSHA UNIFIED SCHOOL BOARD
JOINT PERSONNEL/POLICY AND
CURRICULUM/PROGRAM MEETING
Educational Support Center – Room 110
February 11, 2014
MINUTES

A joint meeting of the Kenosha Unified Personnel/Policy and Curriculum/Program Committees chaired by Mr. Bryan was called to order at 6:44 P.M. with the following Committee members present: Mr. Flood, Mrs. Snyder, Mrs. Burns, Mrs. Butler, Mrs. Hamilton, Mrs. Dahl, Mrs. Taube, Mrs. Daghfal, Mrs. Karabetsos, Mrs. Kenefick, Mrs. Santoro, and Mr. Bryan. Dr. Mangi was also present. Mrs. Renish-Ratelis arrived later. Mrs. Coleman was excused. Mrs. Morrison and Ms. Morgan were absent.

Approval of Minutes – January 14, 2014

Mrs. Taube moved to approve the minutes as contained in the agenda. Mrs. Kenefick seconded the motion. Unanimously approved.

Policy/Rule 5240 – Accommodations of Private School and Home Based Educational Program Students

Mr. Kristopher Keckler, Executive Director of Information and Technology, presented Policy/Rule 5240 – Accommodations of Private School and Home Based Educational Program Students as presented in the agenda.   He indicated that Act 20 (2013) and the new part-time attendance law (Wis. Stats 118.53) have expanded the opportunities for resident and non-resident home schooled pupils.   The new legislation allows home schooled pupils in any grade to attend any public school on a part-time basis. The previous rule was limited to just resident students in high school grades.   A school district is required, space permitting, to allow resident and non-resident home schooled pupils to take up to two (2) courses per semester at any public school.   Kenosha resident students who are enrolled full time in a private school are still limited to part time KUSD enrollment at grades 9-12. This option was not changed by the recent legislation.

Mrs. Burns moved to forward Policy/Rule 5240 – Accommodations of Private School and Home Based Educational Program Students to the full Board for approval. Mrs. Butler seconded the motion. Unanimously approved.

Mrs. Renish-Ratelis arrived at 6:47 P.M.

Policy 6520 – Field/Co-Curricular Trips

Dr. Sue Savaglio-Jarvis, Assistant Superintendent of Teaching and Learning, presented Policy 6520 – Field/Co-Curricular Trips. She indicated that the Board of Education requested that the Department of Teaching and Learning review current School Board Policy 6520 - Field/Co-Curricular Trips to ensure it meets the needs of staff and students when considering an extended learning opportunity off school grounds. The request also included a close examination of Kenosha Public Museums in regards to their alignment with Kenosha Unified's curriculum and standards.   Upon review, the current policy as written is properly worded in order for district staff to adequately address field trips and offer extending and enriching off campus learning opportunities

for all students. Upon further review, the educational programs and services being offered by the Kenosha Public Museums meet Kenosha Unified standards and curriculum.

Administration recommends that wording in current Board Policy 6520 be retained and to encourage the learning opportunities inside the city limits as well as outside the city and state limits for student growth and learning.

Mrs. Daghfal made the semantics suggestion that the word "will" in paragraph two be changed to "must" as it is in paragraph one.

Mrs. Taube moved to forward Policy 6520 – Field/Co-Curricular Trips to the full Board for consideration. Mrs. Snyder seconded the motion. Unanimously approved.

Future Agenda Items

Mr. Bryan inquired about the status of the Standards Based Grading report. Dr. Savaglio-Jarvis indicated that she expected to have a report for the Committee in April.

Meeting adjourned at 6:52 P.M.

Stacy Schroeder Busby
School Board Secretary

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ELEMENTARY STANDARDS-BASED GRADING:
PROGRESS MONITORING AND ASSESSING FOR STUDENT LEARNING

Background

As the Kenosha Unified School District focused on higher level academic standards in the area of student achievement, it became more evident that if students are to be successful then educators must appropriately and professionally provide the vehicle to ensure each student is being assessed based on a standard of performance. *The concept behind personalized learning has driven professional educators to recognize the need to assess student learning based on the current newly defined Common Core State Standards.*

As a state, Wisconsin has adopted the Common Core Standards. Kenosha Unified School District has not only embraced these standards but continues to be aware of state and national standards that impact student learning, thus, keeping abreast, as the curriculum audit has shared, to ensure that the district stretches beyond Common Core. Standards, in general, give direction to education initiatives by offering consensus about what students should learn and what skills they should acquire. Standards also bring much-needed focus to curriculum development efforts and provide the impetus for fashioning entirely new forms of assessment.

In education, "standards" represent the goals of teaching and learning. Standards describe what students should know and be able to do as a result of their experiences in school. Well-defined standards identify the specific knowledge, skills, abilities, and disposition that students will acquire through interactions with teachers and fellow students in school learning environments.

Educators generally—and now more so than ever due to the recent focus on standards and how they tie to student learning—have welcomed the push for standards and the accompanying specification of clear student learning goals for every student.

As educational professionals (teachers, staff, and administrators) and community stakeholders become more deeply involved in standards-based learning, they quickly discover that implementation presents its own set of unique challenges for which the district experienced this first year of implementation. Of those challenges, none is more vexing than grading and reporting. While aligning assessments with newly-formed content and performance standards can sometimes prove difficult, efforts to align grading and reporting practices can stymie the most dedicated reason for change to improve student achievement and learning.

Past kindergarten through grade 2 progress reports measured student learning using clearly defined standards, but students' progress in grades 3 through 5 was dependent on a scale using letter grades. The students' work becomes a measure of a letter grade, which truly has limited meaning when one understands the language behind standards-based grading.

Documentation is provided in Appendix A referencing standards-based grading resources used in other school districts throughout the United States, websites, videos, articles, slide presentations, and blogs/blog comments.

Feedback from teachers, parents, and research indicates that effective reporting tools focus on the process of learning and the progress of the individual student. In other words, standards-based grading enhances personalized learning. Therefore, in fall 2012 a standards-based grading team consisting of approximately 32 teachers and members of the Office of Teaching and Learning was established. The focus of the team was to review the current kindergarten through fifth grade progress reports with the understanding that moving towards a standards-based system would benefit the students of Kenosha Unified School District based on the newly adopted 2010 Common Core Standards.

Standards-Based Grading

Standards-based grading is a key to communicating student learning—period. Standards-based grading is one part of a comprehensive student-engaged assessment system aimed at each student's learning targets or goals. The primary purpose of standards-based grading is to communicate about student achievement toward well-defined learning targets. Habits of scholarship are graded separately from the academic content, and student engagement is key to the grading process and key to the success of student learning.

Traditional Grading

Final grades are an average of performance, effort, homework completion, and other idiosyncratic criteria developed by the teacher. As a result, final grades can be unclear or might vary from teacher to teacher. Final grades describe a student's progress toward specific course standards (or learning targets). The specificity allows students and families to clearly identify strengths and areas for improvement. A certain average (e.g., 70 percent) is required to pass a class and receive credit. Students may not have mastered a large portion of the material but will still receive credit. To receive credit, students must meet criteria for each and every course standard within a class. *A traditional grading system is inherently flawed; and when properly constructed, a standards-based grading system is a more powerful, meaningful, and relevant way to measure student learning.*

Traditional Grading Versus Standards-Based Grading

Grades are viewed as "rewards" or "punishments" for overall school performance. Grades are viewed as a tool for communicating student progress toward specific course standards (or learning targets). With traditional grading, work habits, such as homework completion, or on-task behavior, are averaged in with course grades. This practice can artificially raise or lower grades. With standards-based grading, habits of work are reported and graded separately and are evidence- and skill-based. They are viewed as equally important as academic grades. Traditionally, grading is something done by teachers to students and is generally not well understood by students. However, with standards-based grading, students play an active role in understanding learning targets, tracking their progress, identifying next steps, and communicating their progress.

A TALE OF TWO GRADING PARADIGMS[1]	
Traditional Grading	**Standards-Based Grading**
Final grades are an average of performance, effort, homework completion, and other idiosyncratic criteria developed by the teacher. As a result, final grades can be unclear or might vary from teacher to teacher.	Final grades describe a student's progress toward specific course standards (or learning targets). The specificity allows students and families to clearly identify strengths and areas for improvement.
A certain average (e.g., 70 percent) is required to pass a class and receive credit. Students may not have mastered a large portion of the material but will still receive credit.	To receive credit, students must meet criteria for each and every course standard within a class.
Grades are viewed as "rewards" or "punishments" for overall school performance.	Grades are viewed as a tool for communicating student progress toward specific course standards (or learning targets).
Work habits, such as homework completion, or on-task behavior, are averaged in with course grades. This practice can artificially raise or lower grades.	Habits of work are reported and graded separately and are evidence- and skill-based. They are viewed as equally important as academic grades.
Grading is something done by teachers to students and is generally not well understood by students.	Students play an active role in understanding learning targets, tracking their progress, identifying next steps, and communicating their progress.

Although the topic of grading may seem dry and technical on the surface, grades and the grading process pack an emotional wallop on students. Everyone has been shaped to some extent by his/her own experiences of being graded throughout his/her school career. Were they A, B, C, or D students? Were they traumatized by an F on a math test in seventh grade? Literature and movies are full of examples of good and bad grades, report cards, and the attending rewards and punishments. Changing the grading paradigm requires substantial cultural change. For this reason it is paramount to adopt clear principles to guide a district's effort in developing a new grading system.

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[1] *Standards-Based Grading: Booklet Eight of the Student Engaged Assessment Toolkit—Common Core Success in the Classroom*, Expeditionary Learning, New York, p.4.

Guiding Principles

- Grades must accurately describe the student's progress and current level of achievement.

  o Final grades that show up on a report card or progress report should describe a student's progress toward a set of learning targets.

  o Report cards should reflect a student's current level of achievement—meaning focus on trends in student work, versus averaging all of the scores in a term.

  o Students should have multiple opportunities to make and show progress toward learning targets through multiple quality assessments.

  o Inherent in this principle is the belief that all students can meet high standards given appropriate support.

- Habits of scholarship should be assessed and reported separately.

  o Habits of scholarship are sometimes referred to as "character learning targets" and should be determined and reported separately.

  o Reporting on habits, such as effort, timeliness, and class participation, is as important as reporting on academic achievement.

  o These habits are distinct and deserve their own learning targets for growth.

  o Teachers provide instruction on habits of scholarship, give students feedback, and ask students to self-assess and collect evidence of progress toward these targets.

  o Learning targets are for communication, not motivation for punishment.

  o Grades should truly serve the purpose of communicating progress toward a standard; they should not be used as punishment.

  o Many believe that students will learn to "work harder next time" if they receive bad grades. The reality is that students who receive bad grades tend to continue to receive them or give up.

  o Students will need to understand from the beginning what they are aiming for and how they will be assessed. When this occurs they are more inclined to keep trying.

- Student engagement is the key to the grading process.

  o If students understand their learning targets up front, they can be involved in communicating about their progress.

o Teaching students how to effectively self-assess their learning and progress is a critical part of the learning process.

o Self-assessment contributes to students' sense of self-efficacy. (They believe they will be successful at learning because it gives them a means by which they can accomplish goals.)

Why Standards-Based Grading Matters

What is important—student achievement and student learning—must be the collective learning target. If everyone is to meet the same high standards then students and teachers must learn to assess progress by comparing individual performance to set standards, not by comparing students with each other. Standards-based grading is a critical component of a school's student-engaged assessment system because grades and report cards send powerful messages to students and families about what are valued at school. What is important is the learning of each student. When grades are averaged; when effort is focused in; when learning targets are not framed; or when students get bonus points for bringing in their pencils, boxes of tissues, and other such items, students and parents cannot really tell what counts or, more importantly, what has been learned. Standard-based grading provides teachers with a means to track and hold students accountable to academic and character learning targets. The principles are appropriate for all grade levels and subject areas.

Timeline

A number of meetings and communications to/with school board members, the Curriculum/Program Standing Committee, administration, teachers, and parents have taken place to keep stakeholders informed about what standards-based grading is and when/how it is being implemented in the district. Appendices B and C provide detailed information about those meetings and communications. Appendix B provides a timeline sorted by date. Appendix C provides a timeline of the same information sorted by type.

In September 2012 a committee was formed to design a reporting tool to be used by all students in kindergarten through grade 5. As a part of the committee's work, members of the community were also invited to three public sessions held during March 2013 for the purpose of explaining standards-based grading and examining the reporting tool. As a result of the meetings, it was noted that the following two recommendations emerged:

- All elementary principals will host an elementary report card meeting at their sites so that more parents have an opportunity to hear and learn about the new assessment report card tool.

- A brochure from Teaching and Learning will be developed so that each school will have an opportunity to distribute information explaining the new standards-based report card, providing the necessary background information to parents about reporting progress based on the Common Core State Standards.

Teaching and Learning began moving forward on these recommendations and a Grading for Learning: Kindergarten Through Grade 5 Parent Reference Guide was developed in fall 2013.

Previous Curriculum/Program Standing Committee Meetings

FEBRUARY 12, 2013

At the February 12, 2013, Curriculum/Program Standing Committee Meeting, the Office of Teaching and Learning presented an informational report titled Elementary Standards-Based Grading: Progress Monitoring and Assessing for Student Learning. The intent of this report was to communicate the need to move toward a standard-based grading student-parent report that was aligned with the 2010 adopted Common Core State Standards and to provide the committee with an update as to the establishment of a standards-based grading team of teachers.

MAY 14, 2013

At the May 14, 2013, Curriculum/Program Standing Committee Meeting, an information update was presented regarding elementary standards-based grading community presentations. The key points were:

- Student performance should match the learning expectations set forth by the Common Core State Standards.

- Grades must accurately describe the student's progress and current level of achievement.

- Habits of scholarship should be assessed and reported separately.

- Learning targets are for communication, not motivation for punishment.

- Student engagement is key to the grading process.

At the community presentations, participants viewed the standards-based reporting tool and provided feedback to three questions. Groups of parents discussed their responses, and groups were given the opportunity to share their questions with the whole group. Parents with

additional questions conferenced with committee members. The process allowed individuals to expand their comments, clarify remaining questions, and obtain additional information regarding the Common Core Standards and standards-based grading.

JUNE 11, 2013

At the June 11, 2013, Curriculum/Program Standing Committee Meeting, an informational update was provided which included a committee timeline. (See Appendix D.)

FEBRUARY 11, 2014

At the February 11, 2014, Curriculum/Program Standing Committee Meeting, a request was made to provide an update regarding standards-based grading and, in particular, conduct a full comprehensive survey.

A survey was developed for elementary administrators, parents, and teachers. This survey was opened on February 19, 2014, and closed on March 11, 2014. The results are provided in Appendices E, F, and G.

Summary

The Kenosha Unified School District acknowledges that change is always difficult. Of all aspects of the education system, none seems more impervious to change than grading and reporting. The policies and practices used in most schools today have remained largely unchanged for decades (Brookhart 2004; Guskey 2000, 2001; Haladyna 1999). Educators persist in using these antiquated practices not because they have proven effectiveness but because they are steeped in long-held traditions. When asked about the rationale about these policies and practices, the typical response is simply, "We've always done it this way," or, "This is how I learned," or "This makes sense to me. Why are we changing?" This is true in Kenosha.

It is very important to note that within the last ten years, the current method of grading/reporting has become outdated based on the concentrated focus on student learning by standards and the high stakes accountability to the school community. Perspectives have begun to emerge. More and more educators at all levels are taking a serious look at grading and reporting. Across the country many have revised their practices and developed the standards-based approach. These districts and states have taken on the challenge of developing standards-based grading and reporting, just as Kenosha Unified School District has.

Five identified problem areas are:

- Long-established tradition-based grading policies and practices that actually pose an obstacle to the implementation of standards-based grading.

- Understanding how the evidence and assignments are an accurate reflection of a standards-based grade.

- Assigning fair and accurate standards-based grades to students to all students.

- Assigning fair and accurate standards-based grades to students who are English Language learners and then communicating the meaning of those grades to families.

- Inconsistencies between students' progress report card grades and their performance on other large scale assessments.

When these challenges are understood, a more comprehensive opportunity can be put into practice with additional learning and training in order to minimize the challenges noted above. Kenosha Unified School District did, in fact, change its grading procedures for grades 3 through 5. The district recognizes the challenges noted in the survey. This could allow for a setback of the implementation efforts and send everyone back to traditional grading and reporting practices, which do not meet the needs or the high demand for student learning based on standards.

Others persist in their implementation efforts, making slow but gradual progress. Kenosha Unified School District has presented an outline of standards-based grading numerous times and recommended the continued practice allowing the building administrators and teachers to develop the knowledge to utilize this practice that will increase a more personalized approach for the cognitive and developmental growth for each child. The goal can be attained through a practical approach with working in collaboration with the school community, community at large, and administration that supports continued professional learning so that each student's personalized learning goals can be met.

The continued training and dialogue regarding standards and how students learn will result in personalized growth and learning. Therefore, this report serves as an informational update. The Office of Teaching and Learning along with Elementary School Leadership and the Office of Information and Accountability, will take into account the following next steps:

Parents

- Provide more parent nights to understand standards-based grading by specific content areas.

- Provide more parent opportunities to understand when a child is working above grade level.

- Provide more time for parents to understand how the standards drive student learning.

- Provide more parent opportunities to learn about assessing and the evidence brought forth by the teachers.

- Provide more opportunities for parents to increased knowledge and learning regarding how their children are learning as it relates to the standards being assessed.

- Provide more opportunities for parents to understand the standards in order to help their children.

- To be addressed: How to ensure consistency among teachers so that grading is not so subjective

Administrators

- Provide more time for staff to discuss standards-based grading and implementation.

- Continue to provide support from Teaching and Learning to school staff regarding standards-based grading specifically designed for each school's needs.

- Provide parent sessions in regions to help them understand.

- Provide teachers with better understanding so that they can explain standards-based grading to parents better (key communication message).

Teachers

- Provide collaborative time to discuss mastery by the standard.

- Provide more training on evidence

  o How much
  o When

- List more standards and specific benchmarks, verses just the clusters when reporting progress on the new student reporting system, Infinite Campus.

- Provide examples of mastery or progress work to teachers.

- Allow more teacher collaboration time.

- Allow time for shifting of mindsets for those who teach grades 3 through 5.

This report, along with the PowerPoint presentation, attempts to provide knowledge regarding standards-based grading and the need to enter into a more personalized approach using standards-based grading. Making the change from a traditional system to a standards-based grading system is hard work. Of all the student-engaged assessment practices used in education, none requires as much commitment to change and collaboration as this does. Teachers, parents, and other stakeholders must shift from making decisions about student grades alone (A, B, C, D, and F) to working within a cohesive school-wide grading system focused on high academic learning standards for each learner. This system demands that there be no more "easy" or "hard" graders. From classroom to classroom, grades must have a consistent meaning for students. They must make progress toward learning targets clear.

Like many things that are difficult in education, making a major shift is hard; however, this shift is worth the effort. Students will make progress toward meeting more rigorous standards, and they will understand how their work habits influence their learning and reporting out of their learning. And the school and district will make a huge leap in communicating with families about what students are learning.

Administration looks forward to incorporating improvements brought to light by the survey as the district enters into Year 2 of the elementary standards-based grading implementation process.

Dr. Joseph Mangi
Superintendent of Schools

Dr. Sue Savaglio-Jarvis
Assistant Superintendent of Teaching and Learning

Mr. Kristopher Keckler
Executive Director of Information and Accountability

Standards-Based Grading Resources

Districts:

Sun Prairie Area Schools
http://www.sunprairie.k12.wi.us/grading_for_learning.cfm

Sun Priaire's Parent Guidebook- (Resource is also available on the site above.)
http://www.sunprairie.k12.wi.us/cms_files/resources/parent%20guidebook%20final.pdf

Waukesha School District: Grading for Learning FAQ for Parents
http://waukesha.k12.wi.us/PARENTS/CurriculumandRequirements/GradingforLearning.aspx

Waukesha School District: Sample Report Cards.
http://www.waukesha.k12.wi.us/PARENTS/CurriculumandRequirements/ElementaryK5.aspx

San Diego Unified School District
http://www.sandi.net/domain/239 — Philosophy
http://www.sandi.net/Page/2292 — Handbook — (note they also use Zangle)
http://www.sandi.net/page/1300 — Sample Elementary Report Cards

Moraga California – Sample Report Cards
http://www.moraga.k12.ca.us/rc

Milwaukee Public Schools
http://www.milwaukee.k12.wi.us/portal/server.pt/comm/parents/334/standards-based_report_card_pilot/43722

School District of Janesville - Video n Standards-Based Grading
http://www.janesville.k12.wi.us/Departments/PublicInformation/VideoGallery/VideoPlayer/TabId/1322/VideoId/66/Standards-Based-Report-Cards.aspx

School District of Janesville - Links To Report Cards
http://www.janesville.k12.wi.us/Default.aspx?tabid=1978

Beaver Dam Unified School District – Beaver Dam Middle School
http://www.beaverdam.k12.wi.us/schools/middle/standards_based_grading_and_reporting.cfm
Click on sample report cards — note that these are for middle school and include a correlation between their number system and letter grades.

School District of Poynette, WI - Videos
http://www.poynette.k12.wi.us/parents/sbg_parents.cfm

Walworth JT. District #1 - Parent Brochure
http://www.walworth.k12.wi.us/district/standards%20based%20grading/Parent%20Brochure-%20%20Standards-Based%20Grading%20Information-%202009-2010.pdf

Winneconne, WI - Winneconne Elementary School
http://www.winneconne.k12.wi.us/elementary/stdsrprtcard/stdsrptcardppt.pdf

Montello School District, WI - Link To Educational Leadership Article
http://www.montello.k12.wi.us/cms_files/resources/Standards_based_grading_guskey.pdf
The rest of their docs are password protected.

Adams-Friendship Area School District
http://www.af.k12.wi.us/curriculum.cfm

Northeast Washington Educational District #101 Spokane, WA
http://www.esd101.net/Page/608

Corvallis School District Oregon– Fifth Grade
http://web.csd509j.net/Mtn_View/departments/G5%20Parent%20Guide%20-%20Color.pdf
Fort Osage School District Missouri – Standards-Based Grading
http://fortosage.sharpschool.net/cms/One.aspx?portalId=2977489&pageId=3155263

West Branch Community Schools Iowa – Standards-Based Grading
http://www.west-branch.k12.ia.us/improvement/standardsbasedgrading.php

Santa Barbara School District California – Parent and Teacher Guide
http://www.sbsdk12.org/programs/assessment/Standards-Based_Report_Card_Guide.pdf

Ripon Area Schools - The Reason Behind Standards Based Grading
http://www.youtube.com/watch?v=bNKHF5ywouQ

Mesa, Arizona – Standards Based Grading in D51 Middle Schools
http://www.youtube.com/watch?v=AZ0wnKp5BM4

Iowa School District – Standards-Based Grading
http://www.youtube.com/watch?v=k3dyJAkYsew

Quakertown Community School District, Pennsylvania – SBG – Our Journey
http://www.qcsd.org/domain/61

Sumner School District, Washington – Standards-Based Grading FAQs-Parent Guide
http://www.sumner.wednet.edu/studentfamilyservices/academics/pages/sbgparentfaq.html

Mount Vernon Schools, Washington – Successful Learners Strengthening Our Community – Teacher's
Handbook
http://mountvernonschools.org/images/uploads/Teachers_Handbook_v4_61512_mt.pdf

Sites:

ThinkThankThunk: Standards-Based Grading FAQ
http://shawncornally.com/wordpress/?p=673

ThinkThankThunk: Collection of Standards-Based Grading
Resources http://shawncornally.com/wordpress/?page_id=114

Assessment and Grading in the Differentiated Classroom Q&A's – Rick Wormeli
http://www.stenhouse.com/html/fiae-q-and-as.htm (You may have to create a free account to this site to see all
of Rick's videos and resources in one place.)

Educational Leadership: Seven Reasons for Standards-Based Grading
http://www.ascd.org/publications/educational_leadership/oct08/vol66/num02/Seven_Reasons_for_Standards-
Based_Grading.aspx

From Formative Assessment to Assessment FOR Learning: A Path to Success in Standards-Based
Schools http://www.jstor.org/discover/10.2307/20441998?uid=3739976&uid=2&uid=4&uid=3739256&sid=21102
404475167

Books:

Fair Isn't Always Equal – Rick Wormeli
http://www.stenhouse.com/shop/pc/viewprd.asp?idProduct=8982

Developing Standrds-Based Report Cards – Thomas Guskey and Jane Bailey
http://www.corwin.com/books/Book229344

Formative Assessment & Standards-Based Grading – Robert J. Marzano
http://www.marzanoresearch.com/reproducibles/formative_assessment.html

Grading and Reporting Student Progress in an Age of Standards – Elise Trumbull & Beverly Farr
http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED447177&ERICExtSearch_SearchType_0=no&accno=ED447177

Being Fair: Teachers' Interpretations of Principles for Standards-Based Grading – Tierney, Marielle, & Charland
http://www.eric.ed.gov/ERICWebPortal/search/recordDetails.jsp?ERICExtSearch_SearchValue_0=ED447177&ERICExtSearch_SearchType_0=no&_pageLabel=RecordDetails&accno=EJ929274&_nfls=false

Educative Assessment. Designing Assessments To Inform and Improve Student Performance – Grant Wiggins
http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED418997&ERICExtSearch_SearchType_0=no&accno=ED418997

A Comprehensive Guide to Designing Standards-Based Districts, Schools, and Classrooms –Robert J. Marzano & John S Kendall
http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED414625&ERICExtSearch_SearchType_0=no&accno=ED414625

Grading and Learning – Practices That Support Student Achievement – Susan Brookhart
http://www.solution-tree.com/grading-and-learning.html

Elements of Grading – Doug Reeves
http://www.solution-tree.com/elements-of-grading.html

How to Give Feedback to Your Students – Susan M. Brookhart
http://www.ascd.org/publications/books/108019.aspx

Assessment Essentials for Standards-Based Education – James H. McMillan
http://www.corwin.com/books/Book231056

Scoring Rubrics in the Classroom: Using Performance Criteria for Assessing and Improving Student Performance – Judith Arter & Jay McTighe
http://www.sagepub.com/books/Book7202

Classroom Assessment and Grading that Work – Robert J. Marzano
http://www.ascd.org/publications/books/106006.aspx

Transforming Classroom Grading – Robert J. Marzano
http://www.marzanoresearch.com/products/catalog.aspx?product=10

Developing Grading And Reporting Systems for Student Learning – Thomas R. Guskey
http://www.sagepub.com/booksProdDesc.nav?prodId=Book9645

Practical Solutions to Serious Problems in Standards-Based Grading – Thomas R. Guskey
http://www.corwin.com/books/Book232218

Classroom Assessment for Student Learning: Doing it Right—Using it Well – Stiggins, Arter, and Chappuis
http://www.amazon.com/books/dp/0132685884

Making Standards Useful in the Classroom – Marzano and Haystead
http://www.ascd.org/publications/books/108006.aspx

Creating & Recognizing Quality Rubrics – Arter and Chappuis
http://www.pearsonhighered.com/educator/product/Creating-Recognizing-Quality-Rubrics/9780132548694.page

How to Grade for Learning – Ken O'Connor
http://www.corwin.com/books/Book230850

A Repair Kit for Grading
http://www.pearsonhighered.com/educator/product/Repair-Kit-for-Grading-A-Fifteen-Fixes-for-Broken-Grades-with-DVD/9780132488631.page

Videos:

Formative Assessment/Evaluation – Based om "Inside the Black Box"
http://www.youtube.com/watch?v=cvXS2x3UhQU&feature=youtu.be

Video Interviews with Rick Wormeli on Assessment and Grading **(9 Video Interviews)**
http://www.stenhouse.com/html/fiae-videos.htm (You may have to create a free account to this site to see all of Rick's videos and resources in one place.)

Doug Reeves on Grading/Zeros/Averages, etc.
http://www.youtube.com/watch?v=jduiAnm-O3w

Robert Marzano on Formative Assessment & Standards-Based Grading
http://www.youtube.com/watch?v=sZzJBnYHyII

Iowa Transformed Standards-Based Grading: A Video Series "Explainer" **(20 videos)** http://iowatransformed.com/2012/10/02/standards-based-grading-a-video-series-explainer/

Standards Based Grading and the Game of School: Craig Messerman at TEDxMCPSTeachers
http://www.youtube.com/watch?v=bn_sCLoQNV

Solution Tree: Robert Marzano, Standards-Based Reporting and Formative Assessment
http://www.youtube.com/watch?v=cNGajRP41nA

Formative Assessment & Standards-Based Grading – Robert Marzano Course
http://www.teachertube.com/viewVideo.php?video_id=250300

Toxic Grading Practices Excerpt – Dr. Douglas Reeves
http://www.youtube.com/watch?v=YHZyrz0NcuE

I Might… - Inspirational Video
http://www.youtube.com/watch?v=B210JXnpZck

Sir Ken Robinson on Bring on the Learning Revolution
http://www.youtube.com/watch?v=iMjf9a8rOkU

Articles:

Educational Leadership: Seven Reasons for Standards-Based Grading
http://www.ascd.org/publications/educational_leadership/oct08/vol66/num02/Seven_Reasons_for_Standards-Based_Grading.aspx

Educational Leadership: Helping Standards Make the Grade
http://www.wauwatosa.k12.wi.us/cms_files/resources/1%20EL01%20Helping%20Standards.pdf

The Challenges of Standards-Based Grading
http://www.indianriverschools.org/SiteDirectory/ProfDev/Grading%20Practices%20Documents/Reporting%20Grades/The%20Challenge%20of%20Standards-Based%20Grading.pdf

Standards-based grading expert Robert Marzano talks about Bangor Township Schools new grading system
http://www.mlive.com/news/bay-city/index.ssf/2010/11/qa_standards-based_grading_exp.html

Realizing the Promise of Standards-Based Education – Marzano & Schmoker
http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-Based_Education.aspx

How and Why Standards Can Improve Student Achievement: A Conversation with Robert J. Marzano
http://www.ascd.org/publications/educational-leadership/sept01/vol59/num01/How-and-Why-Standards-Can-Improve-Student-Achievement@-A-Conversation-with-Robert-J.-Marzano.aspx

Making the Grades-Ensure Accuracy, Meaning, Consistency, and Support for Learning – Educational Leaderhsip – Ken O'Connor
http://www.ascd.org/ascd-express/vol5/503-newvoices.aspx

Houston-Area Districts Sue Over Grading Policy – Ericka Mellon
http://www.chron.com/news/houston-texas/article/Houston-area-schools-sue-state-over-grading-policy-1735197.php

One School's Journey in Educational Improvement – Educational Testing Service Canada
http://www.etscanada.ca/afl/branksome

Teachers Are Key For Students Who Like Learning and Remain Curious – Greg Toppo
http://usatoday30.usatoday.com/news/education/2009-07-05-hateschool_N.htm

Seven Practices for Effective Learning – EdTech Leaders O'Connor & McTighe
http://courses.edtechleaders.org/documents/seven_practices.pdf

Grading With Colors: Math Department Switches to Standards-Based Grading
http://www.uni.illinois.edu/og/news/2012/11/grading-colors-math-department-switch

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http://www.ceesa.org/phocadownload/handouts2011/guskeykeynotegradingandreporting.pdf

"Standards-Based Grading and Reporting: A Model for Special Education" (with L. Jung). *Teaching Exceptional Children,* 2007, 40(2), 48-53
http://www.redorbit.com/news/education/1141679/standardsbased_grading_and_reporting_a_model_for_special_education/

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"The Communication Challenge of Standards-Based Reporting." *Phi Delta Kappan,* 2004, 86(4), 326-329.
http://www.wauwatosa.k12.wi.us/cms_files/resources/PDK04%20Communication%20Challenge.pdf

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http://www.schoolschedulingassociates.com/canady/zero.pdf

"How Classroom Assessments Improve Learning." *Educational Leadership,* 2003, 60(5) 6-11
http://www.ascd.org/publications/educational-leadership/feb03/vol60/num05/How-Classroom-Assessments-Improve-Learning.aspx

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http://www.minnetonka.k12.mn.us/academics/gradingandreporting/Documents/GradingarticleGUSKEY.pdf

"Making Standards Work." *The School Administrator,* 1999, 56(9), 44.
http://www.aasa.org/SchoolAdministratorArticle.aspx?id=14978

Slide Presentations:

Grading for Learning
http://www.slideshare.net/duez/grading-for-learning-final

Moving from Traditional Grading to Standards-Based Grading
http://prestonmiddleschool.org/wp-content/uploads/2011/03/psd101.pps

Standards-Based Report Cards
http://www.af.k12.wi.us/cms_files/resources/SBG%20Power%20Point%20Update%20%20PDF.pdf

Blog/BlogComments:

Keep It Simple – Standards-Based Grading
http://fnoschese.wordpress.com/2012/08/23/keep-it-simple-standards-based-grading/

AnonymousDecember 13, 2012 at 1:18 PM
Yes, the problem is about the way teachers teach. Standards Based Grading is a system not just a scale. You have to design your instruction around the standards you are assessing (Backwards Design). You have to remove the fluff or the grade inflation activities. No longer are you grading students on compliance. The grade is based on what the student knows and doesn't know and at what level according to the Common Core Standard. SBG is an indicator of when the student is getting it. Why should a student sit through the same lesson over the same material for 10 days and quizzes, when this student could demonstrate to the teacher in 3 different opportunities? This is why students have become disconnect and bored in school. SBG is part of the PLC cycle of identifying learning targets for students, assessing the students, analyze the data, design interventions and instruction based on the results of the data. So, yes, SBG does have an impact on teaching. Teachers can no longer enter their classrooms and use the same old lesson plans as before. It is truly an education reform.
Comment by Liz Phillips on May 12, 2013 at 10:42pm
When the Fair Is Not Always Equal book was released, I had a hard time with the high F concept for students who did not do the work. Rick Wormeli asked me to watch my students closely. Zero means zero mastery...and my kids did understand the concepts. Standards-based grading was a stretch for me, but it has been a GOOD stretch. I have grown as a teacher in that I never give zeros. I even et more good work up front because I believe in revisiting and redoing (and regrading) until a student shows mastery. As a result, students are more engaged in their learning. Sometimes the process gives me extra work, but in the end, it is worth it. My students are motivated to learn...and I'm more inspired as a teacher...even when I am tired.

Tosca Necoechea May 18, 2013 at 1:46 PM
I have to agree with Dave about the value of SBG. I also am the only teacher at my school using this system, and I have seen it profoundly affect concept mastery in my classes this year. This has happened because I have removed the possibility of getting credit for anything other than what students know and are able to do. It has also forced me to clarify my content to an extent that I had previously only envied.

AnonymousNovember 27, 2012 at 12:08 PM
SBG can be used effectively if implemented correctly. I work at a school where we have implemented SGB that converts to a % grade for high school students. I have been teaching for 17 1/2 years. I am now a Education Recovery Specialist working for the state department. SBG is not about deadlines. It is about learning. You can have deadlines in SBG. SBG is about removing all the fluff and inaccurate information to reflect what the student actually knows. It is about demonstrating meeting benchmarks and mastery of learning and not about whether a teacher has to score or grade a paper several times. That is an ineffective teacher who doesn't know how to properly plan. It is about a student being graded on the process through learning and not just the end result. The problem teachers have with SBG is they don't want to change the way they teach. SBG requires the teacher to change their way of teaching. If today's student has changed from 10-15 years ago, why haven't the teachers changed? If we as teachers want to be viewed and respected as a professional, we must behave as professionals. Many years ago the medical field used to treat migraines, headaches, epileptic seizures with Trepanning--drilling into the skull of someone to release the evil spirit. No one would do that today. If someone drilled into your skull by old school practices, they would sue them for medical malpractice. What about Educational malpractice. The research is there for a change in teaching, but teachers are afraid to change. Today's students are seeking out new teaching practices. If you are required to teach the Common Core Standards, why wouldn't you have Standards Based Grading? Standards Based Instruction should have Standards Based Grading.SBG has multiple components that are involved. You must start with your PLC groups and identify the Key/Power/Focus Standard. Then you must incorporate these standards into Common Formative and Summative Assessment that includes a student's reflection grade. At our school, we have the % of grades broken into 3 areas. 40% Summative, 40% Formative and 20% Reflection. If you interested in seeing how we use SBG you can post your email address here and I will send you all of our information.

Dave Eckstrom May 12, 2013 at 9:51 PM
This article has SBG 180 degrees backward. A few thoughts:
(1) At some level all grades are subjective. Period. Get over it. SBG with a well-crafted rubric can be far less subjective than traditional grading, which is highly prone to grade inflation.
(2) With SBG grades are not a prize to be won by pleasing the teacher or doing a lot of meaningless busy work. Instead, all assessment and grading becomes communication between the teacher, student and parent about which concepts or skills the student has mastered and not yet mastered. So the following stupid wastes of everyone's time come to a halt: (a) kids copying homework from the smart kid (learning nothing) and turning it in on time for points (b) kids getting points for ridiculous stuff that has nothing to do with anything (like bringing pencils to class and having parents sign forms) (c) meaningless grade book entries like "Unit 5 Test...B" (what does that mean to anyone, including the teacher or student--not much) (d) extra credit (no learning, no grade).
(3) Yes, SBG makes a teacher's life a bit harder, but not because it's a record-keeping nightmare--it isn't. It does, however, force teachers to confront exactly which skills and concepts are not being mastered by exactly which students. Which is exactly what we are paid to do.
(4) I hear lots of people complain that SBG is "dumbing down" something. This is 100% wrong. With SBG, credit is only granted when the student demonstrates that they have mastered the concept. As

every student knows very well (and every teacher whose paying attention does, too) it is entirely possible to get a passing grade in most high school classes while learning almost nothing because of fluff "points" given for homework, etc. In SBG, your grade (if schools still insist on letter grades) depends only on what you've learned. This is telling: I am the only teacher in my school who is using SBG right now. I overheard two students talking about what classes to take next year. One (who is in my class right now) told the other one to make sure to get the other chemistry teacher because in my class "with his grading system, you actually have to learn the s**t." That's the most powerful verification I could imagine that I am doing the right thing.

(5) I find it ironic that many of the people who complain about SBG also complain about lazy teachers who aren't connecting with kids. SBG makes the connection because it is all about using every assessment as a tool for measuring specific understanding and providing feedback on that measurement.

STANDARDS-BASED GRADING SUPPORT TIMELINE BY DATE
APRIL 8, 2014

Date	Type	Topic	Time	Notes
	Memorandum	Commonly asked questions about the 2013-14 elementary progress report card		From Dr. Sue Savaglio-Jarvis
9/10/2012	Principal focus group	Initial presentation--Assessing for student learning		
10/2/2012	Principal email	Standards-based grading (preparation for first meeting on October 18, 2012)		From Dr. Sue Savaglio-Jarvis
10/18/2012	Teachers	Report Card Teacher Focus Group Meeting	3:45 p.m.	
11/1/2012	Teachers	Report Card Teacher Focus Group Meeting	4:45 p.m.	
11/15/2012	Teachers	Report Card Teacher Focus Group Meeting	5:45 p.m.	
12/13/2012	Teachers	Report Card Teacher Focus Group Meeting	6:45 p.m.	
1/17/2013	Teachers	Report Card Teacher Focus Group Meeting	7:45 p.m.	
1/23/2013	My Big Campus posting	Class standards listing by quarter--new report		From Mrs. Michelle Valeri
1/31/2013	Teachers	Report Card Teacher Focus Group Meeting	8:45 p.m.	
2/12/2013	School Board--Curriculum/Program Standing Committee	Elementary Standards-Based Grading: Progress Monitoring and Assessing for Student Learning		
2/20/2013	Principal email	Unified to expand new assessment system . . .		From Dr. Sue Savaglio-Jarvis
2/21/2013	Teachers	Report Card Teacher Focus Group Meeting	10:45 p.m.	
2/26/2013	Principal email	Information on regional parent meetings		From Dr. Sue Savaglio-Jarvis
3/1/2013	Principal email	Elementary assessing		From Dr. Sue Savaglio-Jarvis
3/7/2013	Teachers	Report Card Teacher Focus Group Meeting	11:45 p.m.	
3/11/2013	Parent	Regional Informational Meeting	6 p.m.	
3/14/2013	Principal email	Materials ready--standards-based grading report card		From Dr. Sue Savaglio-Jarvis
5/14/2013	School Board--Curriculum/Program Standing Committee	Elementary Standards-Based Grading--community presentation (moved to June 2013 agenda)		
5/31/2013	Principal email	Elementary principal communication--Zangle		From Dr. Sue Savaglio-Jarvis
6/11/2013	School Board--Curriculum/Program Standing Committee	Elementary Standards-Based Grading--community presentation		

Date	Type	Topic	Time	Notes
6/18/2013	Board member request	Response to Ms. Rebecca Stevens' standards-based grading questions		From Dr. Sue Savaglio-Jarvis
6/20/2013	Teaching and Learning email	Reference sheet for Ms. Rebecca Stevens goes to school board		From Dr. Sue Savaglio-Jarvis
7/20/2013	Principal email	Standards-based grading--Zangleupdate--progress reports		From Dr. Sue Savaglio-Jarvis
7/25/2013	Lead teacher trainers	Initial Zangle training for lead trainers	8 a.m.	
7/30/2013	Lead teacher trainers	Initial Zangle training for lead trainers	12:30 p.m.	
8/8/2013	Lead teacher trainers	Initial Zangle training for lead trainers	8 a.m.	
8/12/2013	Lead teacher trainers	Initial Zangle training for lead trainers	12 p.m.	
9/27/2013	Memorandum	Elementary midterm reporting Q & A memorandum		From Dr. Sue Savaglio-Jarvis
9/30/2013	Trainer email	Duplicate standard same date error		From Mrs. Michelle Valeri
10/1/2013	Memorandum	English/language arts evidence sheets Q & A		From Dr. Sue Savaglio-Jarvis
10/2/2013	Parent reference guide	Grading for Learning Reference Guide--Printed, distributed, and online		
10/2/2013	Trainer email	English/language arts evidence sheets Q & A memo forwarded to trainers		From Mrs. Michelle Valeri
10/3/2013	Trainer email	Elementary midterm reporting		From Mrs. Michelle Valeri
10/4/2013	Teachers (fine arts and physical education)	Standards-based grading work and support	1 p.m.	
10/4/2013	Trainer email	End-of-quarter marks (Wilson and Frank)		From Mrs. Michelle Valeri
10/7/2013	Trainer email	Watch for Zangle issues (task by student verses task by standards).		From Mrs. Michelle Valeri
10/8/2013	Lead teacher trainers	Q & A session	4:15 p.m.	
10/9/2013	Lead teacher trainers	Q & A session	3:30 p.m.	
10/10/2013	Principal email	Voluntary Q & A--Zangle		From Mrs. Ann Fredriksson
10/11/2013	My Big Campus posting	Midterm reporting memo		From Mrs. Michelle Valeri
10/11/2013	My Big Campus posting	End-of-quarter report card memorandum		From Mrs. Michelle Valeri
10/11/2013	My Big Campus posting	English/language arts evidence sheets announcement		From Mrs. Michelle Valeri
10/11/2013	School coaches	Standards-based grading		
10/11/2013	Trainer email	Report card memorandum (forwarded from Dr. Sue Savaglio-Jarvis)		From Mrs. Michelle Valeri
10/13/2013	My Big Campus posting	Reminder: By task with standards tab		From Mrs. Michelle Valeri
10/14/2013	Principal	Voluntary Q & A--Zangle	1:30 p.m.	
10/15/2013	My Big Campus posting	Warning announcement: By students with standards tab		From Mrs. Michelle Valeri
10/15/2013	Principal	Voluntary Q & A--Zangle	9:00 a.m.	
10/15/2013	Trainer email	Warning on by student with standards tab		From Mrs. Michelle Valeri
10/16/2013	My Big Campus posting	End-of-quarter step-by-step guides posted		From Mrs. Michelle Valeri
10/17/2013	Memorandum	Art, music, and physical education Zangle standards-based grading Q & A		From Dr. Sue Savaglio-Jarvis

Date	Type	Topic	Time	Notes
10/25/2013	Principal email	Duplicate standards report		From Mrs. Michelle Valeri
11/19/2013	My Big Campus posting	Reminder: Second quarter settings		From Mrs. Michelle Valeri
12/6/2013	Teachers (fine Arts and physical education)	Standards-based grading work and support	1 p.m.	
12/12/2013	My Big Campus posting	New report for midterms		From Mrs. Michelle Valeri
1/16/2014	Principal	Reports training--voluntary	10 a.m.	
1/17/2014	Principal email	Electronic report--step-by-step guides		From Mrs. Ann Fredriksson
1/19/2014	Principal email	Standards-based grading video		From Dr. Sue Savaglio-Jarvis
1/21/2014	Principal	Reports training--voluntary	1:30 p.m.	
1/21/2014	Principal	Reports training--voluntary	4 p.m.	
1/22/2014	My Big Campus posting	Reminder: Duplicate standards on the same date		From Mrs. Michelle Valeri
3/7/2014	Teachers (fine arts and physical education)	Standards-based grading work and support	1 p.m.	
3/13/2014	Parent	Regional informational meeting	6 p.m.	
3/20/2014	Parent	Regional informational meeting	6 p.m.	
	Parent survey preparation	Flyer distributed to every school in English and Spanish		
	Parent survey preparation	Flyer sent home with every child from each building principal		
	Parent survey preparation	Flyer contained detailed information about the survey		
	Parent survey preparation	Flyers posted in all buildings, especially during parent-teacher conference time		
	Parent survey preparation	Flyer was to be available at every teachers' desk while talking with parents to inform them of the survey and location to take the survey if they did not have access		
	Parent survey preparation	Computer and/or computer labs were available at every building for any parent who did not have access to a computer.		
	Parent survey preparation	Parent survey available on district website and Facebook page		

STANDARDS-BASED GRADING SUPPORT TIMELINE BY TYPE
APRIL 8, 2014

Type	Date	Topic	Time	Notes
Board member request	6/18/2013	Response to Ms. Rebecca Stevens' standards-based grading questions		From Dr. Sue Savaglio-Jarvis
Lead teacher trainers	7/25/2013	Initial Zangle training for lead trainers	8 a.m.	
Lead teacher trainers	7/30/2013	Initial Zangle training for lead trainers	12:30 p.m.	
Lead teacher trainers	8/8/2013	Initial Zangle training for lead trainers	8 a.m.	
Lead teacher trainers	8/12/2013	Initial Zangle training for lead trainers	12 p.m.	
Lead teacher trainers	10/8/2013	Q & A session	4:15 p.m.	
Lead teacher trainers	10/9/2013	Q & A session	3:30 p.m.	
Memorandum	9/27/2013	Elementary midterm reporting Q & A memorandum		From Dr. Sue Savaglio-Jarvis
Memorandum	10/1/2013	English/language arts evidence sheets Q & A		From Dr. Sue Savaglio-Jarvis
Memorandum		Commonly asked questions about the 2013-14 elementary progress report card		From Dr. Sue Savaglio-Jarvis
Memorandum	10/17/2013	Art, music, and physical education Zangle standards-based grading Q & A		From Dr. Sue Savaglio-Jarvis
My Big Campus posting	1/23/2013	Class standards listing by quarter--new report		From Mrs. Michelle Valeri
My Big Campus posting	10/11/2013	Midterm reporting memo		From Mrs. Michelle Valeri
My Big Campus posting	10/11/2013	End-of-quarter report card memorandum		From Mrs. Michelle Valeri
My Big Campus posting	10/11/2013	English/language arts evidence sheets announcement		From Mrs. Michelle Valeri
My Big Campus posting	10/13/2013	Reminder: By task with standards tab		From Mrs. Michelle Valeri
My Big Campus posting	10/15/2013	Warning announcement: By students with standards tab		From Mrs. Michelle Valeri
My Big Campus posting	10/16/2013	End-of-quarter step-by-step guides posted		From Mrs. Michelle Valeri
My Big Campus posting	11/19/2013	Reminder: Second quarter settings		From Mrs. Michelle Valeri
My Big Campus posting	12/12/2013	New report for midterms		From Mrs. Michelle Valeri
My Big Campus posting	1/22/2014	Reminder: Duplicate standards on the same date		From Mrs. Michelle Valeri
Parent	3/11/2013	Regional Informational Meeting	6 p.m.	
Parent	3/13/2014	Regional informational meeting	6 p.m.	
Parent	3/20/2014	Regional informational meeting	6 p.m.	

School board	Administration	Teachers	Parents	Parent survey

Library Media and Instructional Technology

Type	Date	Topic	Time	Notes
Parent reference guide	10/2/2013	Grading for Learning Reference Guide--Printed, distributed, and online		
Principal	10/14/2013	Voluntary Q & A--Zangle	1:30 p.m.	
Principal	1/16/2014	Reports training--voluntary	10 a.m.	
Principal	1/21/2014	Reports training--voluntary	1:30 p.m.	
Principal	1/21/2014	Reports training--voluntary	4 p.m.	
Principal	10/15/2013	Voluntary Q & A--Zangle	9:00 a.m.	
Principal email	10/2/2012	Standards-based grading (preparation for first meeting on October 18, 2012)		From Dr. Sue Savaglio-Jarvis
Principal email	2/20/2013	Unified to expand new assessment system . . .		From Dr. Sue Savaglio-Jarvis
Principal email	2/26/2013	Information on regional parent meetings		From Dr. Sue Savaglio-Jarvis
Principal email	3/1/2013	Elementary assessing		From Dr. Sue Savaglio-Jarvis
Principal email	3/14/2013	Materials ready--standards-based grading report card		From Dr. Sue Savaglio-Jarvis
Principal email	5/31/2013	Elementary principal communication--Zangle		From Dr. Sue Savaglio-Jarvis
Principal email	7/20/2013	Standards-based grading--Zangleupdate--progress reports		From Dr. Sue Savaglio-Jarvis
Principal email	10/10/2013	Voluntary Q & A--Zangle		From Mrs. Ann Fredriksson
Principal email	10/25/2013	Duplicate standards report		From Mrs. Michelle Valeri
Principal email	1/17/2014	Electronic report--step-by-step guides		From Mrs. Ann Fredriksson
Principal email	1/19/2014	Standards-based grading video		From Dr. Sue Savaglio-Jarvis
Principal focus group	9/10/2012	Initial presentation--Assessing for student learning		
School Board--Curriculum/Program Standing Committee	2/12/2013	Elementary Standards-Based Grading: Progress Monitoring and Assessing for Student Learning		
School Board--Curriculum/Program Standing Committee	5/14/2013	Elementary Standards-Based Grading--community presentation (moved to June 2013 agenda)		
School Board--Curriculum/Program Standing Committee	6/11/2013	Elementary Standards-Based Grading--community presentation		
School coaches	10/11/2013	Standards-based grading		
Teachers	10/18/2012	Report Card Teacher Focus Group Meeting	3:45 p.m.	
Teachers	11/1/2012	Report Card Teacher Focus Group Meeting	4:45 p.m.	
Teachers	11/15/2012	Report Card Teacher Focus Group Meeting	5:45 p.m.	
Teachers	12/13/2012	Report Card Teacher Focus Group Meeting	6:45 p.m.	
Teachers	1/17/2013	Report Card Teacher Focus Group Meeting	7:45 p.m.	

School board	Administration	Teachers	Parents	Parent survey

Type	Date	Topic	Time	Notes
Teachers	1/31/2013	Report Card Teacher Focus Group Meeting	8:45 p.m.	
Teachers	2/21/2013	Report Card Teacher Focus Group Meeting	10:45 p.m.	
Teachers	3/7/2013	Report Card Teacher Focus Group Meeting	11:45 p.m.	
Teachers (fine arts and physical education)	10/4/2013	Standards-based grading work and support	1 p.m.	
Teachers (fine Arts and physical education)	12/6/2013	Standards-based grading work and support	1 p.m.	
Teachers (fine arts and physical education)	3/7/2014	Standards-based grading work and support	1 p.m.	
Teaching and Learning email	6/20/2013	Reference sheet for Ms. Rebecca Stevens goes to school board		From Dr. Sue Savaglio-Jarvis
Trainer email	9/30/2013	Duplicate standard same date error		From Mrs. Michelle Valeri
Trainer email	10/2/2013	English/language arts evidence sheets Q & A memo forwarded to trainers		From Mrs. Michelle Valeri
Trainer email	10/3/2013	Elementary midterm reporting		From Mrs. Michelle Valeri
Trainer email	10/4/2013	End-of-quarter marks (Wilson and Frank)		From Mrs. Michelle Valeri
Trainer email	10/7/2013	Watch for Zangle issues (task by student verses task by standards).		From Mrs. Michelle Valeri
Trainer email	10/11/2013	Report card memorandum (forwarded from Dr. Sue Savaglio-Jarvis)		From Mrs. Michelle Valeri
Trainer email	10/15/2013	Warning on by student with standards tab		From Mrs. Michelle Valeri
Parent survey preparation		Flyer distributed to every school in English and Spanish		
Parent survey preparation		Flyer sent home with every child from each building principal		
Parent survey preparation		Flyer contained detailed information about the survey		
Parent survey preparation		Flyers posted in all buildings, especially during parent-teacher conference time		
Parent survey preparation		Flyer was to be available at every teachers' desk while talking with parents to inform them of the survey and location to take the survey if they did not have access		
Parent survey preparation		Computer and/or computer labs were available at every building for any parent who did not have access to a computer.		
Parent survey preparation		Parent survey available on district website and Facebook page		

School board	Administration	Teachers	Parents	Parent survey

COMMITTEE TIMELINE

Elementary Reporting Committee

MONTH	ACTION
September 2012	• Identified elementary teachers • Committee members selected subcommittee.
October 2012	• Reviewed current best practices related to elementary standards-based reporting • Built background knowledge of committee members using authors such as Rick Wormeli, Thomas Gusky, and Rick Stiggins
November 2012	• Reviewed and rated reporting tools used in districts within and beyond Wisconsin • Analyzed technology capabilities • Began the creation of four levels of performance indicators
December 2012	• Developed and reviewed sample reporting tools based on research completed during the prior month
January 2013	• Presented each subcommittee to the entire group • Created revisions of drafts created in December
February 2013	• Final revision • Planned district presentations for professional learning regarding standards-based grading practices
March 2013	• Presented to building principals and instructional coaches • Presented to community stakeholders • Began building-level presentations to teachers
April 2013	• Conducted meetings as needed at building sites • Concluded building-level presentations to teachers • Began planning with Frank Elementary School and Wilson Elementary School • Assessed computer-based tools

May 2013	• Final meeting with community stakeholders
	• Work with Information Services, Frank Elementary School, and Wilson Elementary School will continue through the summer months.
	• Presentation to Curriculum and Programming Standing Committee

Standards Based Grading Survey for Parents

SurveyMonkey

1. Please select the grade(s) below in which you currently have a child enrolled at a KUSD elementary school. (select all that apply)
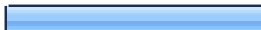
		Response Percent	Response Count
Pre-K		7.3%	46
Kindergarten		20.1%	126
Grade 1		18.5%	116
Grade 2		22.8%	143
Grade 3		22.5%	141
Grade 4		25.0%	157
Grade 5		**25.5%**	**160**
	answered question		**628**
	skipped question		**0**

2. Which KUSD elementary school does your child/children currently attend? (select all that apply)

		Response Percent	Response Count
Bose Elementary		3.0%	19
Brass Community School		1.4%	9
Edward Bain - Creative Arts		3.7%	23
Edward Bain - Dual Language		1.9%	12
Forest Park Elementary		3.3%	21
Frank Elementary		2.5%	16
Grant Elementary		1.1%	7
Grewenow Elementary		2.4%	15
Harvey Elementary		7.2%	45
Jefferson Elementary		0.5%	3
Jeffery Elementary		4.9%	31
McKinley Elementary		0.5%	3
Nash Elementary		10.8%	68
Pleasant Prairie Elementary		**12.9%**	**81**
Prairie Lane Elementary		9.4%	59
Roosevelt Elementary		3.5%	22
Somers Elementary		5.3%	33
Southport Elementary		3.7%	23
Stocker Elementary		7.0%	44
Strange Elementary		1.3%	8
The Brompton School		3.3%	21
Vernon Elementary		1.8%	11

Whittier Elementary		10.4%	65
Wilson Elementary		0.0%	0
	answered question		**628**
	skipped question		**0**
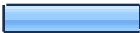
3. How knowledgeable would you consider yourself to be on Standards Based Grading?

		Response Percent	Response Count
Very Knowledgeable		20.1%	122
Knowledgeable		**38.1%**	**231**
Somewhat Knowledgeable		34.5%	209
Not Knowledgeable		7.3%	44
		answered question	**606**
		skipped question	**22**

A total of 58.2 percent of responders indicated they are knowledgeable to very knowledgeable in regard to standards-based grading.

When responders who believed they are somewhat knowledgeable about standards-based grading are added to this group, a total of 92.7 percent of the responders report to have knowledge of standards-based grading to some extent.
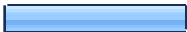
4. How did you receive information from your school about Standards Based Grading? (select all that apply)

		Response Percent	Response Count
Parent night		20.0%	121
PTA/PTO night		8.6%	52
Parent Resource Book		11.1%	67
Communication from the principal		42.6%	258
Communication from a teacher		**63.4%**	**384**
I did not receive information from my school about Standards Based Grading.		8.4%	51
Other (please explain):		12.0%	73

Other Comment Themes: Parent Teacher Conferences. Work in education. Mr. Kennow's open house. Paper in child's folder. Own research. District meetings. Other parents. Social media/internet.	**answered question**	**606**
	skipped question	**22**

The top four ways standards-based grading was communicated are:
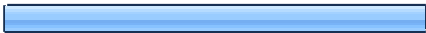
1) Communication from a teacher (63.4 percent);

2) Communication from the principal (42.6 percent);

3) Parent night (20 percent); and

4) Parent-teacher conferences, work in education, open house, paper in child's folder, own research, district meetings, other parents, and social media/internet (12 perent).

5. When you received your child's last report card, how well did you understand the assessment marks (4, 3, 2, 1, N) on the report card? Please refer to below for the assessment key.

		Response Percent	Response Count
I understood the assessment marks.		**63.4%**	**384**
I understood the assessment marks somewhat, but not completely.		27.1%	164
I did not understand the assessment marks.		5.4%	33
Other (please explain):		4.1%	25
Other Comment Themes: Understand assessment key, but not how and what students being assessed on/the benchmarks/rules, how key applied to child.		answered question	606
		skipped question	22

A majority of the responders (90.5 percent) understood to somewhat understood the assessment key. Only 5.4 percent did not understand the assessment key.

6. I feel comfortable contacting my child's teacher when I have questions or need more information.

		Response Percent	Response Count
Strongly Agree		**63.5%**	**384**
Agree		26.6%	161
Disagree		2.3%	14
Strongly Disagree		1.5%	9
Not Sure		1.5%	9
Other (please explain):		4.6%	28

Other Comment Themes: Like/love their teacher(s). Teachers not knowlegable/still learning SBG. inconsistant/subiective with new grading.	**answered question**	**605**
	skipped question	**23**
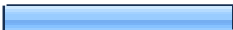
A majority of responders (90.1 percent) agree to strongly agree that they are comfortable contacting the teacher when they have questions or need more information. Only 5.3 percent do not feel comfortable contacting their child's teacher.

7. Since the beginning of the 2013-14 school year, have you and/or the child's other parent/guardian contacted a KUSD teacher with questions relating to your child's learning?

		Response Percent	Response Count
Yes, I and/or the child's other parent/guardian contacted my child's teacher 1 – 3 times.		**49.8%**	**299**
Yes, I and/or the child's other parent/guardian contacted my child's teacher 4-5 times.		14.3%	86
Yes, I and/or the child's other parent/guardian contacted my child's teacher more than 5 times.		11.0%	66
No, I and/or the child's other parent/guardian did not contact my child's teacher.		21.8%	131
Other (please explain):		3.2%	19
Other Comment Themes: Communicate with teacher on regular basis. Talked at parent conferences.		**answered question**	**601**
		skipped question	**27**

A total of 75.1 percent of the responders share that they have contacted their child's teacher with questions related to learning at least 1 to 5 or more times since the beginning of the school year.

8. Since the beginning of the 2013-14 school year, have you and/or the child's other parent/guardian contacted a teacher with questions about Standards Based Grading?

		Response Percent	Response Count
Yes		34.4%	206
No		65.6%	392
		answered question	598
		skipped question	30

A total of 65.6 percent of the responders did not have a question about standards-based grading and, therefore, did not contact their child's teacher for questions.

9. When I and/or the child's other parent/guardian contacted a teacher with questions about Standards Based Grading...

		Response Percent	Response Count
I and/or the child's other parent/guardian got a call/email back and was satisfied.		**51.5%**	**105**
I and/or the child's other parent/guardian got a call/email back, but was not satisfied with the information/response.		31.9%	65
I and/or the child's other parent/guardian did not get a call/email back.		2.5%	5
Other (please explain):		14.2%	29

Other Comment Themes: Spoke in person. Spoke at PT conferences. Issues with SBG not teacher's fault. Getting different answers from different teachers/principles.	**answered question**	**204**
	skipped question	**424**

A little over 50 percent of those who contacted a teacher with questions about standards-based grading received a call back and were satisfied.

10. When I and/or the child's other parent/guardian contacted a teacher with questions about Standards Based Grading...

		Response Percent	Response Count
I and/or the child's other parent/guardian got a call/email back in 1 or 2 days.		**77.1%**	**155**
I and/or the child's other parent/guardian got a call/email back in 3 to 5 days.		6.5%	13
I and/or the child's other parent/guardian got a call/email back after 6 or more days.		2.5%	5
I and/or the child's other parent/guardian did not get a call/email back.		2.5%	5
Other (please explain):		11.4%	23
Other Comment Themes: Talked at PT conferences. Talked in person. Got same day responses.		**answered question**	**201**
		skipped question	**427**

A total of 77.1 percent of the responders received information back regarding standards and benchmarks in one to two days when they contacted their child's teacher with questions.

11. Please select your level of agreement/disagreement for the following statements. Standards Based Grading…

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure	Rating Count
Provides me with better information about my child's learning.	10.6% (62)	23.5% (137) 34.1%	22.9% (134)	34.6% (202) 57.5%	8.4% (49)	584
Gives me an improved understanding of what my child knows and can do.	11.3% (66)	24.1% (141) 35.4%	23.8% (139)	33.0% (193) 56.8%	7.9% (46)	585
Allows me to identify progress and growth in my child's learning.	12.4% (72)	28.8% (167) 41.2%	19.3% (112)	32.9% (191) 52.2%	6.6% (38)	580
Provides the school district with common standards.	11.7% (68)	30.7% (179) 42.4%	14.4% (84)	26.4% (154) 40.8%	16.8% (98)	583
Creates consistent communication among teachers.	8.9% (52)	22.9% (133) 31.8%	15.8% (92)	30.8% (179) 46.6%	21.6% (126)	582
					answered question	587
					skipped question	41

A slight majority of the respondents have concerns/issues, which will be addressed through improved communications, explanations, and definitions. Some of the reasons for the responses are:

- Large scale shift in student reporting with many components
- Teacher feedback regarding the value of standards-based grading and how teachers use it
- Low parent attendance at school meetings

Standards Based Grading Survey for Teachers

SurveyMonkey

1. What is your assigned school(s)? (select all that apply)			
		Response Percent	**Response Count**
Bose Elementary		5.1%	21
Brass Community School		4.4%	18
Chavez Learning Station		1.0%	4
Edward Bain - Creative Arts		4.9%	20
Edward Bain - Dual Language		0.7%	3
Forest Park Elementary		4.6%	19
Frank Elementary		2.7%	11
Grant Elementary		3.2%	13
Grewenow Elementary		1.7%	7
Harvey Elementary		7.3%	30
Jefferson Elementary		3.2%	13
Jeffery Elementary		4.4%	18
McKinley Elementary		6.3%	26
Nash Elementary		6.8%	28
Pleasant Prairie Elementary		**8.5%**	**35**
Prairie Lane Elementary		3.4%	14
Roosevelt Elementary		5.1%	21
Somers Elementary		2.4%	10
Southport Elementary		6.6%	27
Stocker Elementary		2.7%	11
Strange Elementary		4.1%	17

60

The Brompton School		1.2%	5
Vernon Elementary		5.1%	21
Whittier Elementary		7.3%	30
Wilson Elementary		2.9%	12
		answered question	**410**
		skipped question	**0**

2. What is your current position with KUSD? (check the one that best describes your role)

		Response Percent	Response Count
ELL teacher		2.7%	11
Grade level teacher		**61.7%**	**253**
Special area teacher		11.0%	45
Special education teacher		12.4%	51
Other (please explain):		12.2%	50
		answered question	410
		skipped question	0

3. How knowledgeable would you consider yourself to be on Standards Based Grading?

		Response Percent	Response Count
Very Knowledgeable		12.9%	49
Knowledgeable		**56.3%**	**214**
Somewhat Knowledgeable		27.6%	105
Not Knowledgeable		3.2%	12
		answered question	380
		skipped question	30

A total of 69.2 percent of the responders were knowledgeable to very knowledgeable regarding standards-based grading.

A total of 97.8 percent of the responders ranged from somewhat knowledgeable to knowledgeable to very knowledgeable.
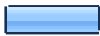
4. How have you developed your knowledge of Standards Based Grading and the skills needed to implement it? (select all that apply)

		Response Percent	Response Count
Zangle training in August with building trainers		46.1%	175
Read through the Parent Information Booklet that was created by the district		37.6%	143
Read supplementary resources on the subject		41.8%	159
Had collaborative conversations within PLCs		**67.9%**	**258**
Personal interaction with the instructional coach		50.0%	190
Building level trainings from lead teachers and/or principal		64.2%	244
Other (please explain):		16.6%	63

"Other" includes:	answered question	380
Student teaching		
Study group	skipped question	30
Collaborative meetings		
Research		
Grade level teams		
Conferences		

The top four ways staff identified their way of developing knowledge of standards-based grading and the skills needed to implement it are:

1) Collaborative conversations (professional learning communities time [67.9 percent]),
2) Building level trainings from lead teachers and principals (64.2 percent),
3) Personal interaction with instructional coaches within the building (50 percent), and
4) Zangle training with building trainers (46.1 percent).

5. If you had any challenges with Standards Based Grading, did you reach out to a lead Zangle trainer or instructional coach?

		Response Percent	Response Count
Yes		**58.2%**	**221**
No		4.2%	16
No, but I reached out to another person (such as a fellow teacher, administrator, secretary, etc.)		23.9%	91
I have not had any challenges		13.7%	52
	answered question		380
	skipped question		30

A total of 58.2 percent of the responders reached out specifically to a lead Zangle trainer or instructional coach.

A total of 82.1 percent of the responders reached out to others if they had any challenges with standards-based grading.

6. Do you believe that you received adequate preparation and information in order to implement Standards Based Grading?

		Response Percent	Response Count
Yes		42.6%	162
No		**57.4%**	**218**
		answered question	**380**
		skipped question	**30**

Over half (57.4 percent) of responders believed they needed more preparation and information to implement standards-based grading while 42.6 percent of the responders believed the preparation and information they received was adequate.   Questions 7 and 8 asked teachers for more details on why they felt they did or did not receive adequate preparation and information. The results revealed that preparation/information varied by building and that sometimes scheduling was difficult for other initiatives.

7. In the box below, please explain why you believe you DID receive adequate preparation and information in order to implement Standards Based Grading.

	Response Count
	158
answered question	158
skipped question	252

Common Responses

- I took part in many professional development opportunities and asked questions when I had them. Our school was proactive on embracing it and starting work on it right away.

- The information to implement the standards-based grading in Zangle came very easy due to my knowledge of the program.

- Our instructional coach last year laid out the foundation through professional development regarding implementing standards-based grading.

- Whenever I had a question, I could always easily find someone with an answer.

- I understood how the standards-based grading worked because of my past student teaching experience. We also had various meetings to discuss how this would be implemented.

- The support within the building was very beneficial to my learning to implement standards-based grading. The trainings provided were useful; and if I had more questions, I knew who I could go to in my building.

- I feel that the people in my building—from our principal to our instructional coach—and fellow teachers have been very supportive in assisting with the standards-based grading.

- My team and instructional coaches are amazing!

- Teacher trainers were willing to meet multiple times with small groups or individuals to provide additional support.

- Our staff reviewed and prepared for how standards-based grading would be implemented in our classrooms. The instructional coaches were ready and available if we had questions, and our professional learning community teams worked to ensure we were all set.

8. In the box below, please explain why you believe you DID NOT receive adequate preparation and information in order to implement Standards Based Grading.

	Response Count
	213
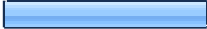
answered question	213
skipped question	197

Three common themes emerged: 1. Zangle, 2. time, and 3. clarity. There will be improved standards-based grading implementation when Infinite Campus replaces Zangle.

9. Since the beginning of the 13-14 school year, have any parents/guardians of your students contacted you with questions about Standards Based Grading?

		Response Percent	Response Count
Yes, 1 parent/guardian contacted me about Standards Based Grading.		6.0%	22
Yes, 2-5 different parents/guardians have contacted me about Standards Based Grading.		30.1%	111
Yes, more than 5 different parents/guardians have contacted me about Standards Based Grading.		11.9%	44
No, I have not had any parents/guardians contact me about Standards Based Grading.		**52.0%**	**192**
		answered question	369
		skipped question	41

A total of 52 percent of the teachers reported that they have not had any parents contact them about standards-based grading.

10. When parents/guardians contact me with questions about Standards Based Grading the conversations are …

		Response Percent	Response Count
Generally positive		6.3%	11
Generally neutral		18.9%	33
Generally negative		**40.0%**	**70**
Sometimes positive, sometimes negative		21.7%	38
Other (please explain):		13.1%	23
"Other" includes: Just want an explanation		answered question	175
Confused		skipped question	235

Of the responders 40 percent were generally negative while 28 percent ranged from sometimes positive, sometimes negative to generally positive.

11. Please select your level of agreement/disagreement for the following statements. Standards Based Grading…

	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Count
Gives me the ability to identify student needs.	10.6% (38)	**66.0% (237)**	19.5% (70)	3.9% (14)	359
		76.6%		23.4%	
Allows me to identify student progress.	11.2% (40)	**63.1% (226)**	21.8% (78)	3.9% (14)	358
		74.3%		25.7%	
Helps me identify what is really important in a child's learning.	11.5% (41)	**54.5% (195)**	29.3% (105)	4.7% (17)	358
		66.0%		34.0%	
Creates an opportunity to reflect on assessment practices.	13.1% (47)	**61.1% (220)**	21.4% (77)	4.4% (16)	360
		74.2%		25.8%	
Increases collaboration among teachers about how students learn.	13.9% (50)	**50.3% (181)**	31.4% (113)	4.4% (16)	360
		64.2%		35.8%	
Increases collaboration among teachers about what mastery looks like.	14.5% (52)	**53.5% (192)**	27.3% (98)	4.7% (17)	359
		68.0%		32.0%	
Increases my knowledge about the standards.	19.3% (69)	**64.5% (231)**	14.0% (50)	2.2% (8)	358
		83.8%		16.2%	
Provides a clear understanding of mastery.	6.7% (24)	**44.4% (159)**	41.1% (147)	7.8% (28)	358
		51.1%		48.9%	
Helps me identify and record evidence of a child's learning and progress.	10.4% (37)	**64.4% (230)**	19.6% (70)	5.6% (20)	357
		74.8%		25.2%	
				answered question	**361**
				skipped question	**49**

A total of 76.6 percent of the teachers agree to strongly agree that standards-based grading gives them the ability to identify student <u>needs</u>.

A total of 74.3 percent of the teachers agree to strongly agree that standards-based grading gives them the ability to identify student <u>progress</u>.

A total of 66 percent of the teachers identify what is really important in a child's learning.

A total of 74.2 percent of the teachers reported that the standards-based grades give them an opportunity to reflect on assessment practice.

71

A total of 64.2 percent of the teachers reported that standards-based grading increases collaboration about how students learn.

A total of 68 percent of the teachers reported that standards-based grading increases collaboration among teachers about what mastery looks like.

A total of 83.8 percent of the teachers reported that their knowledge of the standards increased.

A total of 51.1 percent of the teachers reported a clear understanding of mastery.

A total of 74.8 percent of the teachers responded that standards-based grading helped them identify and record evidence of a child's learning and progress.

Standards Based Grading Survey for Administrators

1. How well do you believe your teachers understand Standards Based Grading?

		Response Percent	Response Count
Overall, they have a VERY GOOD understanding.		0.0%	0
Overall, they have a GOOD understanding.		**86.4%**	**19**
Overall, they have a FAIR understanding.		13.6%	3
Overall, they have a POOR understanding.		0.0%	0
		answered question	**22**
		skipped question	**0**

A total of 86.4 percent of the administrators reported that their teachers have a good understanding of standards-based grading.

2. How many hours of building PD time have you dedicated to Standards Based Grading implementation?

		Response Percent	Response Count
Zero hours		0.0%	0
1-2 hours		13.6%	3
3-4 hours		**45.5%**	**10**
5 or more hours		40.9%	9
	answered question		22
	skipped question		0

A total of 86.4 percent of the administrators reported that they dedicated 3 to 5 or more hours of building professional development learning time to standards-based grading in order to prepare for implementation.

3. In the box below, please share the concerns related to Standards Based Grading you have heard from parents.

	Response Count
	21
answered question	**21**
skipped question	**1**

Common Responses

- My concern is that parents are struggling with shifting their paradigm from letter grades to standards-based grading; therefore, when they see the numbers for the new grading, they equate it with letter grades.

- Confusion still exists. Although parent information meetings have been held, most still compare the standards scoring (one through four) to grades and incorrectly interpret the reports.

- Some parents thought the report card was a little too vague. Some were concerned about not having letter grades; but after attending our chat-n-chew, they understood the rationale behind standards-based grading.

- They have difficulty moving away from the A, B, C, D, and compare four with A's.

- More details on the standards on the report cards—not specific enough for them to help work on

- Transition from grades to numbers—most have been really comfortable with the change.

- No parents have come to me with any concerns.

- Parents are trying to wrap their heads around a lack of percentages.

4. As we move forward with Standards Based Grading, what additional support do you need for working with teachers?

	Response Count
	21
answered question	21
skipped question	1

- Teachers need better understanding of what is a valid piece of evidence and what is a sufficient amount of evidenced needed.

- An improved grade book tool

- The support is not as much in standards-based grading as in using the tool (Infinite Campus) as a means to report out.

- Continued support with clarity of skills assessed per unit or per quarter.

- Just time

- We will need training in Infinite Campus.

- A more uniform way of tracking which parts of the standards should be tackled in each quarter

5. As we move forward with Standards Based Grading, what additional support do you need for working with parents?

	Response Count
	21
answered question	**21**
skipped question	**1**

<u>Common Responses</u>

- We will hold another informational session for parents in the fall.

- Parent sessions were poorly attended. Perhaps district parent sessions at a cluster of schools would bring more parents in for information.

- I think parents need to be consistently updated on how our standards-based grading system is being developed.   This is currently happening and needs to continue.

- Additional guidance in communicating progress with parents

- Providing teachers with a better understanding to allow them to better explain to parents

- Once we understand the new tool, we can help parents understand the report card and standards-based grading.

- Intermittent information for newsletter, webpages, etc.

- The grading booklets that were put together were great. Having those available are all that I need.

- We will neeed to conduct more parent sessions on what standards-based grading means.

6. Please share any other comments you have about Standards Based Grading.

	Response Count
	17
answered question	17
skipped question	5

Common Responses

- It's about time. We should be grading students based on whether or not they have mastered a certain skill or not on behavior and/or other insignificant factors.

- I believe it is a good thing. We have to create a clear understanding and usage around grading to the standards.

- Standards-based grading effectively communicates progress to parents and students.

- Consistent scoring, reporting, and understanding are crucial in order to show consistent progress.

- Again, it is not so much questions on the idea of standards-based grading but on the tool used for reporting out.

- Make sure you are providing information for families to know what their child can and cannot do and to what degree. If all the standards kindergarten through fifth grade say the same thing, families and teachers will not know to what degree their child knows something and to what degree they should know it.

- It's good for kids, and we should keep at it. Again, more specific rubrics would help teachers and parents.

- I believe this is the right way for us to go. We need clear direction from the Educational Support Center about what the students need to know and be able to do so that my teachers can be clear about what they are supposed to be focusing on.

- I believe that using Infinite Campus will solve many of the concerns we have.

- I think it is a great way to communicate student progress toward the standards.

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Kenosha Unified School District
Kenosha, WI
April 8, 2014

The Human Resources recommendations regarding the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Resignation	Eisenhauer	Brett	Harborside Academy	Spanish	Instructional	04/04/2014	1	$38,377.00
Separation	Mitchell	Michele	Student Support	Social Worker (.90)	Instructional	03/09/2014	0.9	$76,934.00
Resignation	Funk	Kathleen	Bullen Middle School	Online Support	ESP	06/11/2014	1	$21,779.73
Resignation	Stark	Sonja	Harborside Academy	English	Instructional	05/09/2014	1	$63,793.00
Resignation	Masterson	Jack	ITA	History	Instructional	06/12/2014	1	$52,310.00
Early, Early Retirement	Modder	Mary	Southport Elementary School	Cross Categorical	Instructional	06/12/2014	1	$76,934.00
Early, Early Retirement	Wojciechowicz	Ann	Somers Elementary School	Grade 3	Instructional	06/12/2014	1	$63,793.00
Early, Early Retirement	Dresen	Pamela	Bose Elementary School	Grade 2	Instructional	06/12/2014	1	$76,934.00
Early, Early Retirement	Osenga	Sally	ITA	Business	Instructional	06/12/2014	1	$76,934.00
Early Retirement	Call	Deborah	HR Leave Status	Teacher on Leave	Instructional	02/21/2014	1	$54,662.00

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KENOSHA UNIFIED SCHOOL BOARD
JOINT AUDIT/BUDGET/FINANCE AND
CURRICULUM/PROGRAM MEETING
Educational Support Center – Room 110
March 11, 2014
MINUTES

A joint meeting of the Kenosha Unified Audit/Budget/Finance and Curriculum/Program Committees chaired by Mrs. Taube was called to order at 5:30 P.M. with the following Committee members present: Mr. Nuzzo, Mr. Bryan, Mrs. Marcich, Mr. Kent, Mr. Holdorf, Mr. Flood, Mrs. Coleman, Mrs. Daghfal, Mrs. Karabetsos, Mrs. Santoro, Mrs. Renish-Ratelis, and Mrs. Taube. Dr. Savaglio-Jarvis was also present. Mrs. Kenefick arrived later. Mr. Coleman, Ms. London, and Ms. Galli were absent. Mr. Aceto and Mrs. Dawson were excused.

Audit/Budget/Finance:

Approval of Minutes – February 11, 2014

Mr. Nuzzo moved to approve the minutes as contained in the agenda. Mr. Bryan seconded the motion. Unanimously approved.

Information Items

Mr. Tarik Hamdan, Interim Chief Financial Officer, presented the Monthly Financial Statements as contained in the agenda. He informed Committee members of additional Medicaid revenue in the amount of approximately $1.2 million which will be included in next month's financial statements. Questions from Committee members were answered by Mr. Hamdan.

Mrs. Kenefick arrived at 5:33 P.M.

Future Agenda Items

There were no future agenda items noted.

Joint Audit/Budget/Finance and Curriculum/Program:

Mary Frost Ashley Charitable Trust

Mrs. Patricia Demos, Community School Relations Coordinator, presented the Mary Frost Ashley Charitable Trust agenda item which consisted of a one-year grant proposal in the amount of $110,000 titled Framework for Healthy Youth Development: Expanding Family Learning and Student Engagement Program. She indicated that approval was being requested to submit and implement the one-year grant, if awarded, which would further develop and strength the comprehensive parent education training program, family interactive learning experiences, and expand student engagement learning opportunities through a high school group that provides a framework for character building and healthy learning experiences.

Mr. Nuzzo moved to forward the one-year grant proposal in the amount of $110,000 titled Framework for Healthy Youth Development: Expanding Family Learning and Student

Engagement Program submission to the Mary Frost Ashley Charitable Trust to the full Board for consideration. Mrs. Coleman seconded the motion. Unanimously approved.

Read to Lead Grant Request

Ms. Belinda Grantham, Director of Pre-School, and Dr. Floyd Williams, Assistant Superintendent of Elementary School Leadership, presented the Read to Lead Grant Request. They indicated that approval was being requested to submit and implement, if awarded, the grant in the amount of $50,000. The purpose of the grant is to support literacy development of KUSD Early Education students and their families at one school through the use of electronic readers coupled with literacy training from Early Education staff and for the parents in those classrooms.

Mr. Nuzzo moved to forward the Read to Lead Grant Request to the full Board for approval. Mrs. Coleman seconded the motion. Unanimously approved.

Head Start Federal Grant Request

Ms. Grantham presented the Head Start Federal Grant Request. She indicated that approval was being requested to submit and implement, if awarded, the grant which is designed to fund the operating costs of the Head Start Program. She noted a reduction in the number of sites that will provide services, an increase in number of classrooms at some sites, the pilot of CLASS (Classroom Assessment Score System) in some classes, and a few staffing changes to the program for the 2014-2015 school year.

Mrs. Daghfal moved to forward the 2014-2015 Head Start Federal Grant Request to the full Board for approval. Mrs. Coleman seconded the motion. Motion carried. Mr. Flood dissenting.

Meeting adjourned at 6:04 P.M.

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Stacy Schroeder Busby
School Board Secretary

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Kenosha Unified School District

Budget to Actual Comparison Report by Fund Groups

2013 - 2014 Fund Summary Budget

For the Period Ended 2/28/2014

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Fund 10   General Fund

	Source	2014 Budget	2014 Actual	2014 Balance	2014 % Rec	2013 Budget	2013 Actual	2013 Balance	2013 % Rec	Fiscal
	Fund Balance - Beginning	27,109,475	27,109,475			15,683,728	15,683,728			
200	Local revenues	77,787,761	77,227,978	559,783	99.28	77,667,217	76,708,577	958,640	98.77	77,070,376
300	Interdistrict revenues	350,000	0	350,000	0.00	300,000	0	300,000	0.00	351,557
500	Intermediate revenues	39,376	631	38,745	1.60	32,500	4,471	28,029	13.76	25,950
600	State aid	151,616,796	58,012,812	93,603,984	38.26	150,466,803	58,346,289	92,120,514	38.78	150,545,880
700	Federal aid	10,414,612	5,330,078	5,084,534	51.18	10,439,218	819,196	9,620,022	7.85	9,236,820
800	Debt proceeds	0	350	-350		0	0	0		0
900	Revenue adjustments	647,252	571,221	76,031	88.25	575,887	869,998	-294,110	151.07	2,373,538
	Total Revenues	**240,855,797**	**141,143,071**	**99,712,726**	**58.60**	**239,481,625**	**136,748,531**	**102,733,094**	**57.10**	**239,604,121**

	Object	2014 Budget	2014 Actual	2014 Encumbered	2014 Balance	2014 % Used	2013 Budget	2013 Actual	2013 Encumbered	2013 Balance	2013 % Used	Fiscal
100	Salaries	118,540,003	69,378,948	60	49,160,995	58.53	110,915,026	63,983,513	0	46,931,513	57.69	107,314,036
200	Benefits	54,114,464	28,994,194	0	25,120,270	53.58	59,763,460	32,360,702	307	27,402,452	54.15	57,761,038
300	Purchased Services	22,474,719	11,640,444	1,543,247	9,291,028	58.66	19,225,971	8,695,144	2,157,192	8,373,636	56.45	17,468,737
400	Supplies	10,989,831	6,453,330	1,274,655	3,261,846	70.32	9,821,192	4,394,481	1,107,876	4,318,835	56.03	8,105,801
500	Capital Outlay	2,003,187	1,311,220	282,587	409,380	79.56	2,500,522	1,304,025	680,941	515,556	79.38	2,529,750
600	Debt Services	506,588	255,184	17,000	234,404	53.73	450,093	405,093	0	45,000	90.00	636,843
700	Insurance	970,207	610,805		359,402	62.96	2,326,707	1,257,271	0	1,069,436	54.04	1,342,151
800	Operating Transfers Out	30,089,571	14,751,041		15,338,530	49.02	31,289,473	15,491,617		15,797,856	49.51	32,416,742
900	Other objects	1,167,226	190,479	2,572	974,175	16.54	189,180	78,494	1,471	109,215	42.27	603,275
	Total Expenditures	**240,855,797**	**133,585,646**	**3,120,120**	**104,150,031**	**56.76**	**236,481,625**	**127,970,339**	**3,947,786**	**104,563,499**	**55.78**	**228,178,374**
	Net Revenue/Expenses	**0**	**7,557,425**				**3,000,000**	**8,778,191**				**11,425,747**
	Fund Balance - Ending	**27,109,475**	**34,666,900**				**18,683,728**	**24,461,919**				**27,109,475**

Kenosha Unified School District

Budget to Actual Comparison Report by Fund Groups

2013 - 2014 Fund Summary Budget

For the Period Ended 2/28/2014

Fund 25   Head Start

Source	2014 Budget	2014 Actual	2014 Balance	% Rec	2013 Budget	2013 Actual	2013 Balance	% Rec	Fiscal
Fund Balance - Beginning	0	0			0	0			
700 Federal aid	1,857,747	937,036	920,711	50.44	1,956,394	739,804	1,216,590	37.81	1,736,967
Total Revenues	**1,857,747**	**937,036**	**920,711**	**50.44**	**1,956,394**	**739,804**	**1,216,590**	**37.81**	**1,736,967**

Object	2014 Budget	2014 Actual	2014 Encumbered	2014 Balance	% Used	2013 Budget	2013 Actual	2013 Encumbered	2013 Balance	% Used	Fiscal
100 Salaries	905,838	611,942		293,895	67.56	944,729	536,251		408,478	56.76	880,040
200 Benefits	671,766	397,949		273,817	59.24	605,818	355,006		250,812	58.60	610,889
300 Purchased Services	174,395	61,616	28,225	84,554	51.52	132,170	44,851	43,694	43,624	66.99	123,385
400 Supplies	104,266	39,701	5,130	59,436	43.00	94,529	18,304	2,513	73,712	22.02	80,170
500 Capital Outlay	0	0		0		177,667	41,000		136,667	23.08	41,000
900 Other objects	1,482	1,404		78	94.73	1,482	1,482	0	0	100.00	1,482
Total Expenditures	**1,857,747**	**1,112,613**	**33,355**	**711,780**	**61.69**	**1,956,394**	**996,893**	**46,207**	**913,294**	**53.32**	**1,736,967**
Net Revenue/Expenses	**0**	**-175,577**				**0**	**-257,090**				**0**
Fund Balance - Ending	**0**	**-175,577**				**0**	**-257,090**				**0**

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Kenosha Unified School District

Budget to Actual Comparison Report by Fund Groups

2013 - 2014 Fund Summary Budget

For the Period Ended 2/28/2014

Fund 27   Special Education

	Source	2014 Budget	2014 Actual	2014 Balance	2014 % Rec	2013 Budget	2013 Actual	2013 Balance	2013 % Rec	2013 Fiscal
	Fund Balance - Beginning	0	0			0	0			
100	Operating Transfers In	29,589,571	14,751,041	14,838,530	49.85	29,983,235	14,991,617	14,991,617	50.00	31,110,504
200	Local revenues	10,000	4,878	5,122	48.78	10,064	5,324	4,740	52.90	8,681
300	Interdistrict revenues	20,000	0	20,000	0.00	20,000	0	20,000	0.00	0
500	Intermediate revenues	0	88	-88		0	0	0		0
600	State aid	10,390,000	6,508,117	3,881,883	62.64	10,405,000	6,241,728	4,163,272	59.99	11,019,398
700	Federal aid	7,863,270	2,150,333	5,712,937	27.35	7,710,576	1,963,793	5,746,783	25.47	4,578,040
	Total Revenues	**47,872,841**	**23,414,458**	**24,458,384**	**48.91**	**48,128,875**	**23,202,463**	**24,926,412**	**48.21**	**46,716,623**

	Object	2014 Budget	2014 Actual	2014 Encumbered	2014 Balance	2014 % Used	2013 Budget	2013 Actual	2013 Encumbered	2013 Balance	2013 % Used	2013 Fiscal
100	Salaries	27,559,996	16,397,751		11,162,245	59.50	27,124,930	15,629,048		11,495,882	57.62	26,352,529
200	Benefits	14,600,152	7,859,373		6,740,779	53.83	17,136,466	9,450,772		7,685,694	55.15	16,818,598
300	Purchased Services	3,425,534	2,506,526	364,872	554,136	83.82	3,158,312	2,517,758	226,945	413,609	86.90	3,280,623
400	Supplies	506,021	185,410	22,192	298,419	41.03	574,796	94,802	53,637	426,357	25.82	256,548
500	Capital Outlay	6,900	8,543	0	-1,643	123.82	8,500	4,355	2,569	1,576	81.45	8,248
900	Other objects	1,774,238	0		1,774,238	0.00	125,871	0		125,871	0.00	78
	Total Expenditures	**47,872,841**	**26,957,604**	**387,064**	**20,528,174**	**57.12**	**48,128,875**	**27,696,734**	**283,151**	**20,148,989**	**58.14**	**46,716,623**
	Net Revenue/Expenses	**0**	**-3,543,146**				**0**	**-4,494,271**				**0**
	Fund Balance - Ending	**0**	**-3,543,146**				**0**	**-4,494,271**				**0**

Kenosha Unified School District
Budget to Actual Comparison Report by Fund Groups

2013 - 2014 Fund Summary Budget

For the Period Ended 2/28/2014   /Bitech-gl_bs_mgmt02_rpt

Fund 30-39   Debt Services Fund

	Source	2014 Budget	2014 Actual	2014 Balance	2014 % Rec	2013 Budget	2013 Actual	2013 Balance	2013 % Rec	2013 Fiscal
	Fund Balance - Beginning	950,971	950,971			24,177	24,177			
100	Operating Transfers In	500,000	0	500,000	0.00	1,156,895	500,000	656,895	43.22	1,156,895
200	Local revenues	16,159,147	16,154,984	4,163	99.97	15,626,548	15,632,462	-5,915	100.04	15,635,768
800	Debt proceeds	6,616,812	6,616,812	0	100.00	0	0	0		0
900	Revenue adjustments	1,772,817	1,529,379	243,438	86.27	966,723	947,403	19,321	98.00	1,227,403
	Total Revenues	**25,048,776**	**24,301,175**	**747,601**	**97.02**	**17,750,166**	**17,079,865**	**670,301**	**96.22**	**18,020,066**

	Object	2014 Budget	2014 Actual	2014 Encumbered	2014 Balance	2014 % Used	2013 Budget	2013 Actual	2013 Encumbered	2013 Balance	2013 % Used	2013 Fiscal
600	Debt Services	24,059,106	9,008,457		15,050,649	37.44	16,908,485	2,485,103		14,423,382	14.70	16,908,485
900	Other objects	0	0		0		184,786	184,786		0	100.00	184,786
	Total Expenditures	**24,059,106**	**9,008,457**		**15,050,649**	**37.44**	**17,093,271**	**2,669,889**		**14,423,382**	**15.62**	**17,093,271**
	Net Revenue/Expenses	**989,670**	**15,292,718**				**656,895**	**14,409,976**				**926,794**
	Fund Balance - Ending	**1,940,641**	**16,243,689**				**681,072**	**14,434,152**				**950,971**

Kenosha Unified School District

Budget to Actual Comparison Report by Fund Groups

2013 - 2014 Fund Summary Budget

For the Period Ended 2/28/2014

Fund 40-49   Capital Project Fund

	Source	2014 Budget	2014 Actual	2014 Balance	2014 % Rec	2013 Budget	2013 Actual	2013 Balance	2013 % Rec	Fiscal
	Fund Balance - Beginning	0	0			341,397	341,397			
100	Operating Transfers In	0	0	0		149,343	0	149,343	0.00	149,343
200	Local revenues	12,000	1,833	10,167	15.27	0	0	0		0
800	Debt proceeds	16,690,000	16,690,000	0	100.00	0	0	0		0
900	Revenue adjustments	0	0	0		184,786	184,786	0	100.00	184,786
	Total Revenues	**16,702,000**	**16,691,833**	**10,167**	**99.94**	**334,130**	**184,786**	**149,343**	**55.30**	**334,130**

	Object	2014 Budget	2014 Actual	2014 Encumbered	2014 Balance	2014 % Used	2013 Budget	2013 Actual	2013 Encumbered	2013 Balance	2013 % Used	Fiscal
300	Purchased Services	4,350,000	1,682,960	0	2,667,040	38.69	675,527	581,733	460,711	-366,917	154.32	675,527
	Total Expenditures	**4,350,000**	**1,682,960**	**0**	**2,667,040**	**38.69**	**675,527**	**581,733**	**460,711**	**-366,917**	**154.32**	**675,527**
	Net Revenue/Expenses	**12,352,000**	**15,008,873**				**-341,397**	**-396,947**				**-341,397**
	Fund Balance - Ending	**12,352,000**	**15,008,873**				**0**	**-55,550**				**0**

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Kenosha Unified School District
Budget to Actual Comparison Report by Fund Groups
2013 - 2014 Fund Summary Budget
For the Period Ended 2/28/2014

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Fund 50   Food Service

	Source	2014 Budget	2014 Actual	2014 Balance	2014 % Rec	2013 Budget	2013 Actual	2013 Balance	2013 % Rec	Fiscal
	Fund Balance - Beginning	1,646,432	1,646,432			560,079	560,079			
200	Local revenues	2,647,589	1,491,000	1,156,589	56.32	2,834,551	1,696,876	1,137,675	59.86	2,652,744
600	State aid	140,000	0	140,000	0.00	142,370	0	142,370	0.00	140,005
700	Federal aid	5,712,411	2,308,948	3,403,463	40.42	5,142,850	2,299,306	2,843,544	44.71	5,757,694
	Total Revenues	**8,500,000**	**3,799,949**	**4,700,051**	**44.71**	**8,119,771**	**3,996,182**	**4,123,589**	**49.22**	**8,550,443**

	Object	2014 Budget	2014 Actual	2014 Encumbered	2014 Balance	2014 % Used	2013 Budget	2013 Actual	2013 Encumbered	2013 Balance	2013 % Used	Fiscal
100	Salaries	1,991,165	1,185,550		805,615	59.54	2,121,141	1,146,259		974,882	54.04	1,928,908
200	Benefits	668,520	411,017		257,503	61.48	1,193,987	427,821		766,166	35.83	704,882
300	Purchased Services	268,275	83,003	17,362	167,910	37.41	213,097	72,880	154,985	-14,768	106.93	112,396
400	Supplies	5,343,039	2,193,898	1,928,067	1,221,075	77.15	4,369,552	2,560,016	1,779,970	29,566	99.32	4,607,228
500	Capital Outlay	104,000	5,828	8,668	89,504	13.94	151,264	2,560	1,440	147,264	2.64	18,089
900	Other objects	125,000	39,183		85,817	31.35	70,730	42,325		28,405	59.84	92,589
	Total Expenditures	**8,500,000**	**3,918,480**	**1,954,096**	**2,627,424**	**69.09**	**8,119,771**	**4,251,861**	**1,936,395**	**1,931,515**	**76.21**	**7,464,090**
	Net Revenue/Expenses	**0**	**-118,531**				**0**	**-255,679**				**1,086,353**
	Fund Balance - Ending	**1,646,432**	**1,527,901**				**560,079**	**304,400**				**1,646,432**

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Kenosha Unified School District

Budget to Actual Comparison Report by Fund Groups

2013 - 2014 Fund Summary Budget

For the Period Ended 2/28/2014

Fund 60   Student Activity Fund

Source	- - - - - - - - - - - - - - - - - - 2014 - - - - - - - - - - - - - - - - - -				- - - - - - - - - - - - - - - - - - 2013 - - - - - - - - - - - - - - - - - -				
	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal
Fund Balance - Beginning	0	0			0	0			
200 Local revenues	0	0	0		0	0	0		0
Total Revenues	**0**	**0**	**0**		**0**	**0**	**0**		**0**

Object	- - - - - - - - - - - - - - - - - - 2014 - - - - - - - - - - - - - - - - - -					- - - - - - - - - - - - - - - - - - 2013 - - - - - - - - - - - - - - - - - -					
	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	0	61		-61		0	5,886		-5,886		0
200 Benefits	0	215		-215		0	1,043		-1,043		0
300 Purchased Services	0	0		0		0	0		0		0
400 Supplies	0	-297,786	32,456	265,330		0	-336,424	45,708	290,715		0
900 Other objects	0	0	532	-532		0	0		0		0
Total Expenditures	**0**	**-297,509**	**32,988**	**264,522**		**0**	**-329,495**	**45,708**	**283,786**		**0**
Net Revenue/Expenses	**0**	**297,509**				**0**	**329,495**				**0**
Fund Balance - Ending	**0**	**297,509**				**0**	**329,495**				**0**

Kenosha Unified School District

Budget to Actual Comparison Report by Fund Groups

2013 - 2014 Fund Summary Budget

For the Period Ended 2/28/2014

Fund 70-79   Trust Funds

	Source	**2014**					**2013**					
	Source	**Budget**	**Actual**		**Balance**	**% Rec**	**Budget**	**Actual**		**Balance**	**% Rec**	**Fiscal**
	Fund Balance - Beginning	8,791,553	8,791,553				8,351,869	8,351,869				
200	Local revenues	14,000	12,318		1,682	87.98	4,398,798	1,662,666		2,736,132	37.80	13,709
900	Revenue adjustments	9,986,000	2,589,339		7,396,661	25.93	0	0		0		8,574,740
	Total Revenues	**10,000,000**	**2,601,657**		**7,398,343**	**26.02**	**4,398,798**	**1,662,666**		**2,736,132**	**37.80**	**8,588,450**

	Object	**2014**					**2013**					
	Object	**Budget**	**Actual**	**Encumbered**	**Balance**	**% Used**	**Budget**	**Actual**	**Encumbered**	**Balance**	**% Used**	**Fiscal**
200	Benefits	0	3,814,894	1,196,743	-5,011,637		3,370,000	3,029,467	2,185,001	-1,844,468	154.73	0
300	Purchased Services	0	0		0		310,000	14,914	0	295,086	4.81	14,914
400	Supplies	0	0		0		0	473		-473		0
900	Other objects	9,500,000	0		9,500,000	0.00	0	0		0		8,134,626
	Total Expenditures	**9,500,000**	**3,814,894**	**1,196,743**	**4,488,363**	**52.75**	**3,680,000**	**3,044,854**	**2,185,001**	**-1,549,856**	**142.12**	**8,149,540**
	Net Revenue/Expenses	**500,000**	**-1,213,237**				**718,798**	**-1,382,188**				**438,910**
	Fund Balance - Ending	**9,291,553**	**7,578,316**				**9,070,667**	**6,969,680**				**8,790,735**

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Kenosha Unified School District

Budget to Actual Comparison Report by Fund Groups

2013 - 2014 Fund Summary Budget

For the Period Ended 2/28/2014

Fund 81   Recreation Services Program

Source	- - - - - - - - - - - - - - - - - - 2014 - - - - - - - - - - - - - - - - - -				- - - - - - - - - - - - - - - - - - - 2013 - - - - - - - - - - - - - - - - - - -				
	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal
Fund Balance - Beginning	232,729	232,729			241,277	241,277			
200 Local revenues	428,000	398,614	29,386	93.13	428,000	395,670	32,330	92.45	426,470
Total Revenues	**428,000**	**398,614**	**29,386**	**93.13**	**428,000**	**395,670**	**32,330**	**92.45**	**426,470**

Object	- - - - - - - - - - - - - - - - - - 2014 - - - - - - - - - - - - - - - - - -					- - - - - - - - - - - - - - - - - - - 2013 - - - - - - - - - - - - - - - - - - -					
	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	306,779	171,091		135,688	55.77	291,773	157,221		134,552	53.88	246,246
200 Benefits	141,231	82,682		58,550	58.54	141,719	82,859		58,859	58.47	135,991
300 Purchased Services	45,400	20,725	4,653	20,023	55.90	45,400	21,516	4,128	19,756	56.48	36,895
400 Supplies	23,959	2,989	347	20,623	13.92	15,300	3,371	286	11,643	23.90	9,388
500 Capital Outlay	7,680	7,680	0	0	100.00	7,000	3,870	2,130	1,000	85.71	3,870
900 Other objects	4,000	976		3,024	24.40	4,000	1,217	0	2,783	30.44	2,628
Total Expenditures	**529,050**	**286,142**	**5,000**	**237,908**	**55.03**	**505,192**	**270,054**	**6,544**	**228,594**	**54.75**	**435,018**
Net Revenue/Expenses	**-101,050**	**112,472**				**-77,192**	**125,616**				**-8,548**
Fund Balance - Ending	**131,679**	**345,201**				**164,085**	**366,893**				**232,729**

Kenosha Unified School District

Budget to Actual Comparison Report by Fund Groups

2013 - 2014 Fund Summary Budget

For the Period Ended 2/28/2014

Fund 82   Athletic Venues

	Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
		2014					**2013**					
	Fund Balance - Beginning	4,117	4,117				7,999	7,999				
200	Local revenues	29,125	14,474		14,651	49.70	29,125	26,610		2,515	91.37	32,452
	Total Revenues	**29,125**	**14,474**		**14,651**	**49.70**	**29,125**	**26,610**		**2,515**	**91.37**	**32,452**

	Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
		2014					**2013**					
100	Salaries	10,000	6,506		3,494	65.06	10,000	6,535		3,465	65.35	15,326
200	Benefits	0	767		-767		0	971		-971		2,384
300	Purchased Services	10,000	4,439		5,561	44.39	10,000	16,573	0	-6,573	165.73	18,624
400	Supplies	380	667		-287	175.42	2,148	0		2,148	0.00	0
	Total Expenditures	**20,380**	**12,379**		**8,001**	**60.74**	**22,148**	**24,080**	**0**	**-1,932**	**108.72**	**36,334**
	Net Revenue/Expenses	**8,745**	**2,095**				**6,977**	**2,530**				**-3,882**
	Fund Balance - Ending	**12,862**	**6,212**				**14,976**	**10,529**				**4,117**

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Kenosha Unified School District

Budget to Actual Comparison Report by Fund Groups

2013 - 2014 Fund Summary Budget

For the Period Ended 2/28/2014

Fund 83   Community Services Program

	Source	- - - - - - - - - - - - - - - - - - - 2014 - - - - - - - - - - - - - - - - - - -				- 2013 -				
		Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal
	Fund Balance - Beginning	1,249,488	1,249,488			-6,293	-6,293			
200	Local revenues	1,130,000	1,130,000	0	100.00	1,680,267	1,683,767	-3,500	100.21	1,685,342
900	Revenue adjustments	0	30	-30		0	0	0		230
	Total Revenues	**1,130,000**	**1,130,030**	**-30**	**100.00**	**1,680,267**	**1,683,767**	**-3,500**	**100.21**	**1,685,572**

	Object	- - - - - - - - - - - - - - - - - 2014 - - - - - - - - - - - - - - - - -					- 2013 -					
		Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100	Salaries	231,309	131,313		99,996	56.77	96,372	233,283		-136,912	242.07	99,519
200	Benefits	68,320	33,229		35,091	48.64	20,101	103,731		-83,630	516.05	21,718
300	Purchased Services	293,485	122,509	160,851	10,125	96.55	284,291	151,382	171,496	-38,587	113.57	281,998
400	Supplies	31,249	14,412	6,100	10,736	65.64	21,768	24,021	11,486	-13,739	163.12	25,789
500	Capital Outlay	396,932	0		396,932	0.00	742,019	361,363		380,656	48.70	0
900	Other objects	0	0		0		602	0		602	0.00	767
	Total Expenditures	**1,021,295**	**301,463**	**166,952**	**552,880**	**45.86**	**1,165,152**	**873,780**	**182,982**	**108,389**	**90.70**	**429,791**
	Net Revenue/Expenses	**108,705**	**828,567**				**515,115**	**809,987**				**1,255,782**
	Fund Balance - Ending	**1,358,194**	**2,078,055**				**508,822**	**803,694**				**1,249,488**

Kenosha Unified School District
Budget to Actual Comparison Report by Fund Groups
2013 - 2014 Fund Summary Budget
For the Period Ended 2/28/2014

Fund 85   CLC After School Program

Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal
	2014				**2013**				
Fund Balance - Beginning	78,344	78,344			34,756	34,756			
200 Local revenues	0	5,516	-5,516		0	35,997	-35,997		55,464
500 Intermediate revenues	0	1,357	-1,357		0	22,261	-22,261		31,934
Total Revenues	**0**	**6,873**	**-6,873**		**0**	**58,258**	**-58,258**		**87,398**

Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
	2014					**2013**					
200 Benefits	0	0		0		0	72		-72		72
300 Purchased Services	16,400	0		16,400	0.00	0	0		0		43,738
Total Expenditures	**16,400**	**0**		**16,400**	**0.00**	**0**	**72**		**-72**		**43,810**
Net Revenue/Expenses	**-16,400**	**6,873**				**0**	**58,186**				**43,588**
Fund Balance - Ending	**61,944**	**85,217**				**34,756**	**92,942**				**78,344**

Kenosha Unified School District
Budget to Actual Comparison Report
2013 - 2014 District Summary Budget
For the Period Ended 2/28/2014

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All Funds

	Source	Budget (2014)	Actual (2014)	Balance (2014)	% Rec (2014)	Budget (2013)	Actual (2013)	Balance (2013)	% Rec (2013)	Fiscal
	Fund Balance - Beginning	40,063,110	40,063,110			25,238,988	25,238,988			
100	Operating Transfers In	30,089,571	14,751,041	15,338,530	49.02	31,289,473	15,491,617	15,797,856	49.51	32,416,742
200	Local revenues	98,217,622	96,441,595	1,776,026	98.19	102,674,570	97,847,950	4,826,620	95.30	97,581,006
300	Interdistrict revenues	370,000	0	370,000	0.00	320,000	0	320,000	0.00	351,557
500	Intermediate revenues	39,376	2,076	37,300	5.27	32,500	26,732	5,768	82.25	57,885
600	State aid	162,146,796	64,520,929	97,625,867	39.79	161,014,173	64,588,017	96,426,156	40.11	161,705,283
700	Federal aid	25,848,040	10,726,396	15,121,644	41.50	25,249,038	5,822,099	19,426,939	23.06	21,309,522
800	Debt proceeds	23,306,812	23,307,162	-350	100.00	0	0	0		0
900	Revenue adjustments	12,406,069	4,689,970	7,716,100	37.80	1,727,397	2,002,187	-274,789	115.91	12,360,697
	Total Revenues	**352,424,286**	**214,439,169**	**137,985,117**	**60.85**	**322,307,151**	**185,778,602**	**136,528,549**	**57.64**	**325,782,692**

	Object	Budget (2014)	Actual (2014)	Encumbered (2014)	Balance (2014)	% Used (2014)	Budget (2013)	Actual (2013)	Encumbered (2013)	Balance (2013)	% Used (2013)	Fiscal
100	Salaries	149,545,091	87,883,163	60	61,661,868	58.77	141,503,971	81,697,996	0	59,805,974	57.74	136,836,604
200	Benefits	70,264,453	41,594,320	1,196,743	27,473,390	60.90	82,231,550	45,812,443	2,185,308	34,233,800	58.37	76,055,572
300	Purchased Services	31,058,208	16,122,223	2,119,209	12,816,776	58.73	24,054,768	12,116,751	3,219,152	8,718,865	63.75	22,056,837
400	Supplies	16,998,746	8,592,622	3,268,947	5,137,178	69.78	14,899,285	6,759,043	3,001,476	5,138,766	65.51	13,084,924
500	Capital Outlay	2,518,699	1,333,272	291,255	894,173	64.50	3,586,971	1,717,173	687,080	1,182,719	67.03	2,600,956
600	Debt Services	24,565,694	9,263,641	17,000	15,285,053	37.78	17,358,577	2,890,196	0	14,468,382	16.65	17,545,327
700	Insurance	970,207	610,805		359,402	62.96	2,326,707	1,257,271	0	1,069,436	54.04	1,342,151
800	Operating Transfers Out	30,089,571	14,751,041		15,338,530	49.02	31,289,473	15,491,617		15,797,856	49.51	32,416,742
900	Other objects	12,571,946	232,043	3,104	12,336,800	1.87	576,651	308,305	1,471	266,875	53.72	9,020,230
	Total Expenditures	**338,582,616**	**180,383,129**	**6,896,317**	**151,303,169**	**55.31**	**317,827,954**	**168,050,796**	**9,094,487**	**140,682,672**	**55.74**	**310,959,344**
	Net Revenue/Expenses	**13,841,670**	**34,056,040**				**4,479,196**	**17,727,806**				**14,823,348**
	Fund Balance - Ending	**53,904,780**	**74,119,150**				**29,718,184**	**42,966,794**				**40,062,293**

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Kenosha Unified School District
Summary of Grant Activity
As of March 19, 2014

PROJECT NUMBER	GRANT TITLE	2012-2013		2013-2014		FY 2013 - FY 2014
		BUDGET	ACTUAL	BUDGET *	ACTUAL AS OF 03/19/2014	CHANGE IN BUDGET
623	21ST CENTURY LEARNING CENTER	$700,000	$700,000	$450,000	$227,492	($250,000)
430	CARL PERKINS	$222,145	$222,140	$202,216	$146,588	($19,929)
141	ESEA TITLE I-A	$6,597,684	$5,845,394	$6,731,450	$3,873,884	$133,766
145	ESEA TITLE I-A FOCUS SCHOOLS	$84,000	$76,856	$84,000	$21,272	$0
140	ESEA TITLE I-D NEGLECTED/DELINQUENT	$86,883	$83,396	$64,205	$42,595	($22,678)
604	ESEA TITLE II-A TEACHER & PRINCIPAL TRAINING	$934,654	$784,111	$1,031,972	$447,996	$97,318
391	ESEA TITLE III-A ENGLISH LANGUAGE ACQUISITION	$291,299	$252,770	$301,506	$152,365	$10,207
601/611	HEAD START - FEDERAL PROGRAM	$2,030,346	$1,788,256	$1,924,997	$1,267,739	($105,349)
335	HOMELESS CHILDREN	$52,000	$44,268	$45,000	$34,679	($7,000)
345	IDEA EARLY INTERVENTION SERVICES	$408,712	$333,329	$657,290	$264,044	$248,578
341	IDEA FLOWTHROUGH	$5,572,251	$3,421,569	$5,790,043	$2,426,694	$217,792
347	IDEA PRESCHOOL ENTITLEMENT	$329,740	$212,595	$278,967	$87,998	($50,773)
342	IDEA SECLUSION AND RESTRAINT TRAINING	$9,408	$9,408	$0	$0	($9,408)
592	SAFE AND SUPPORTIVE SCHOOLS	$487,528	$366,015	$468,983	$233,872	($18,545)
376/594	USDA FRESH FRUIT AND VEGETABLE PROGRAM	$229,850	$227,508	$222,411	$117,226	($7,439)
334/568	WISCONSIN PARTNERSHIP FOR CHILDHOOD FITNESS	$4,483	$1,830	$2,653	$1,616	($1,830)
	TOTAL FEDERAL FUNDED GRANTS	**$18,040,983**	**$14,369,443**	**$18,255,693**	**$9,346,060**	**$214,710**
395	AODA	$25,000	$25,000	$25,000	$13,388	$0
399	HEAD START - WISCONSIN STATE PROGRAM	$340,725	$312,966	$340,725	$226,063	$0
583	EDUCATOR EFFECTIVENESS	$0	$0	$118,320	$118,320	$118,320
614	YOUTH OPPORTUNITIES (KABA)	$22,500	$17,970	$14,376	$1,428	($8,124)
	TOTAL STATE FUNDED GRANTS	**$388,225**	**$355,935**	**$498,421**	**$359,200**	**$110,196**
750	DONATIONS AND EFK GRANTS	$122,627	$73,029	$114,357	$33,475	($8,270)
751	MINI-GRANTS	$219,723	$190,941	$199,877	$98,971	($19,846)
	TOTAL DONATIONS / MINI-GRANTS	**$342,350**	**$263,970**	**$314,234**	**$132,446**	**($28,116)**
	GRAND TOTAL	**$18,771,558**	**$14,725,379**	**$19,068,348**	**$9,705,260**	**$296,790**

* FY14 Budget Amounts may contain carryover from FY13.
Note: Additional details of the above grants can be obtained through contacting the KUSD Finance Department.

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Kenosha Unified School District
Kenosha, Wisconsin

April 8, 2014

Fiscal 2014-2015 Budget Status

Per Board Policy 3100, Annual Operating Budget, the Kenosha Unified School District Administration is currently in the process of developing a preliminary budget incorporating assumptions based on information from Governor Walker's biennial budget, the Department of Public Instruction guidance, and estimated District variables.

 Those assumptions include:

- Revenue
  - Increase of $75 in per pupil funding for revenue limit calculation
  - Decrease of 178 student FTEs which decreases revenue limit authority
  - Increase of $75 in categorical per-pupil aid (the state biennial budget set this amount to be $75 in 2013-14 and $150 in 2014-15)

- Expenses
  - Savings due to reduced unemployment claims
  - Savings due to the elimination of the Rosetta Stone language program
  - Transportation related contractual increase of 2.5% as well as an estimated increase for city bus passes
  - Staff salary increases based on Consumer Price Index (CPI) increases
  - Health and dental insurance increases of 9% and 10% respectively

- Fund Balance
  - Maintain/restore operating reserves to meet the requirements of Board Policy 3323, Fund Balance, with the goal of a minimum of 15% of operational expenses

The initial budget projections were built based on conservative estimates. Administration will continue to analyze the projected student enrollment throughout the process as well as monitor the state budget and may make recommendations to modify projections in the coming months.

These next few months are critical to the District in ensuring a timely implementation to meet the budget timeline, and preparation for the 2014-2015 school year.

The Kenosha Unified School District's proposed budget for 2014-2015 will be prepared in accordance with the budgeting and financial operations policies for the District and will be prepared to conform to existing State of Wisconsin requirements. It is the desire of Administration to present the Board of Education an appropriate balanced budget, taking into consideration the beliefs, parameters and objectives of the Board, while maintaining the instructional and fiscal responsibilities of Administration. As always, the budget is developed

and implemented with the ultimate goal of meeting the needs of all our students.

Administration is providing this update as information only and requests that the Audit, Budget and Finance Committee review these initial budget assumptions that will be the basis for ongoing budget discussions to be scheduled throughout the spring and summer.

Dr. Joseph Mangi
Superintendent of Schools

Tarik Hamdan
Interim Chief Financial Officer

2014-15 Budget Calendar – Preliminary DRAFT

February	• Enrollment projections • Leadership Council discussions
March	• Staffing development • Projected staffing costs determined • Contractual obligations identified • Preliminary Revenue Limit calculated
April	• Preliminary operating budget status presented to Audit, Budget & Finance Committee • Preliminary operating budget status presented to Board
May	• Preliminary budget assumptions presented to Audit, Budget & Finance Committee • Preliminary budget assumptions presented to Board
June	• Continued review of assumptions by the School Board • School Board resolution to authorize expenditures prior to formal budget adoption
July	• Estimated revenue limit and state aid allocations released • Budget updated for DPI/State changes • Preliminary allocations distributed to budget managers
August	• Human Resources Department updating staffing assignments and processing new hires • Updated operating budget position presented to Board at regular board meeting; *approval requested* • Budget schedules developed • Tax Levy estimated for the Annual Meeting of Electors
September	• Annual Meeting of Electors is held; legal notice in newspaper • Final allocations determined based on 3rd Friday counts; budget revised accordingly • Human Resources Department finalizing staffing assignments and adjusting for 3rd Friday if needed
October	• Certification of state aid eligibility is received • Formal adoption of the budget occurs at the regular school board meeting
November	• Tax levy information sent to municipalities (City of Kenosha, Somers, and Pleasant Prairie) • Budget book development
December	• Detailed budget reports due to DPI (PI-1504) • Budget book presented to the Audit, Budget & Finance Committee and full School Board

KENOSHA UNIFIED SCHOOL DISTRICT
FY15 PRELIMINARY BUDGET ASSUMPTIONS
AUDIT/BUDGET/FINANCE COMMITTEE 4/8/14

LC INDEX	TITLE	DEPT	DEPT LEAD	BUDGET REQUEST	DESCRIPTION	FUNDING	ADMINISTRATION RECOMMENDATION	NOTES
1	REVENUE CHANGES	DISTRICT	FINANCE	$1,322,530	REVENUE LIMIT AUTHORITY	FUND 10	YES-DIST LOCAL	PRELIMINARY REVENUE LIMIT INCLUDES $75 PP INC
2	REVENUE CHANGES	DISTRICT	FINANCE	$1,657,125	SPECIAL CATEGORICAL AID	FUND 10	YES-DIST LOCAL	FY15 $150 PP REPLACES FY14 $75 PP
REVENUE CHANGES (DISTRICT LOCAL)				**$2,979,655**				
3	UNEMPLOYMENT BUDGET	DISTRICT	HR	-$100,000	ADJUST BUDGET TO REFLECT CHANGES	FUND 10	YES-DIST LOCAL	
4	ELIMINATE ROSETTA STONE	T&L	DR. SUE	-$200,000		FUND 10	YES-DIST LOCAL	
EXPENSE REDUCTIONS (DISTRICT LOCAL)				**-$300,000**				
5	TRANSPORTATION-FIRST STUDENT	TRANSPORTATION	JEFF MARX	$130,000	2.5% CONTRACT INCREASE	FUND 10/27	YES-DIST LOCAL	
6	TRANSPORTATION-CITY TRANSIT	TRANSPORTATION	JEFF MARX	$110,000	ESTIMATED INCREASE IN PRICE OF BUS PASSES	FUND 10	YES-DIST LOCAL	
7	PROPERTY INSURANCE INCREASE	HR	JENNIFER MILLER		ESTIMATED INCREASE IN PROPERTY INSURANCE PREMIUMS	FUND 10	YES-DIST LOCAL	
8a	AST SALARY INCREASES	HR/FINANCE		$181,972	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,27	YES-DIST LOCAL	1.46%
8b	AST SALARY INCREASES	HR/FINANCE		$10,891	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,27	YES-CHARTER	1.46%
8c	AST SALARY INCREASES	HR/FINANCE		$8,722	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,25,27	YES-GRANT	1.46%
9	CARPENTER/PAINTER SALARY INCREASES	HR/FINANCE		$9,794	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	ALL FUNDS	YES-DIST LOCAL	1.46%
10a	ESP SALARY INCREASES	HR/FINANCE		$71,095	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,27	YES-DIST LOCAL	1.46%
10b	ESP SALARY INCREASES	HR/FINANCE		$759	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,27	YES-CHARTER	1.46%
10c	ESP SALARY INCREASES	HR/FINANCE		$16,319	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,25,27	YES-GRANT	1.46%
11a	INTERP SALARY INCREASES	HR/FINANCE		$5,464	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,27	YES-DIST LOCAL	1.46%
11b	INTERP SALARY INCREASES	HR/FINANCE		$568	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,25,27	YES-GRANT	1.46%
12a	TEACHER SALARY INCREASES	HR/FINANCE		$1,597,576	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,27	YES-DIST LOCAL	1.46%

KENOSHA UNIFIED SCHOOL DISTRICT
FY15 PRELIMINARY BUDGET ASSUMPTIONS
AUDIT/BUDGET/FINANCE COMMITTEE 4/8/14

LC INDEX	TITLE	DEPT	DEPT LEAD	BUDGET REQUEST	DESCRIPTION	FUNDING	ADMINISTRATION RECOMMENDATION	NOTES
12b	TEACHER SALARY INCREASES	HR/FINANCE		$116,932	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,27	YES-CHARTER	1.46%
12c	TEACHER SALARY INCREASES	HR/FINANCE		$54,255	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,25,27	YES-GRANT	1.46%
13a	MISC SALARY INCREASES	HR/FINANCE		$28,878	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,27	YES-DIST LOCAL	1.46%
13b	MISC SALARY INCREASES	HR/FINANCE		$10,555	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,27	YES-CHARTER	1.46%
13c	MISC SALARY INCREASES	HR/FINANCE		$11,246	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,25,27	YES-GRANT	1.46%
14a	SEC SALARY INCREASES	HR/FINANCE		$74,129	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,27	YES-DIST LOCAL	1.46%
14b	SEC SALARY INCREASES	HR/FINANCE		$1,382	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,27	YES-CHARTER	1.46%
14c	SEC SALARY INCREASES	HR/FINANCE		$2,623	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,25,27	YES-GRANT	1.46%
15a	SERVICE SALARY INCREASES	HR/FINANCE		$130,051	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,27	YES-DIST LOCAL	1.46%
15b	SERVICE SALARY INCREASES	HR/FINANCE		$969	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,25,27	YES-GRANT	1.46%
16a	HEALTH INSURANCE INCREASES	HR/FINANCE		$2,860,724	EST 9% WEA PREMIUM INC	ALL FUNDS	YES-DIST LOCAL	
16b	HEALTH INSURANCE INCREASES	HR/FINANCE		$179,011	EST 9% WEA PREMIUM INC	ALL FUNDS	YES-CHARTER	
16c	HEALTH INSURANCE INCREASES	HR/FINANCE		$156,696	EST 9% WEA PREMIUM INC	ALL FUNDS	YES-GRANT	
17a	DENTAL INSURANCE INCREASES	HR/FINANCE		$220,535	EST 10% INC	ALL FUNDS	YES-DIST LOCAL	
17b	DENTAL INSURANCE INCREASES	HR/FINANCE		$14,249	EST 10% INC	ALL FUNDS	YES-CHARTER	
17c	DENTAL INSURANCE INCREASES	HR/FINANCE		$11,763	EST 10% INC	ALL FUNDS	YES-GRANT	
18	KTEC EXPANSION ENROLLMENT SHIFT				CHARTER SCHOOL EXPANSION WILL COME AT A COST TO BOUNDARY SCHOOLS BECAUSE OF THE CHARTER FUNDING MODEL AND IMBALANCED COST SHIFTING (IMPACT WILL BE DETERMINED WITH STAFFING)	FUND 10	YES-DIST LOCAL	SHIFT 312 STUDENT FTE TO CHARTER (KTEC EXPANSION)
	EXPENSE ADDITIONS (DISTRICT LOCAL)			$5,420,217				

NET REVENUES OVER EXPENSES (DISTRICT LOCAL)	-$2,140,562

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