



**ORGANIZATIONAL MEETING – 6:30 P.M.**

**REGULAR MONTHLY BOARD MEETING – 7:00 P.M.**

**April 28, 2014**

**Educational Support Center  
Board Meeting Room  
3600-52<sup>nd</sup> Street  
Kenosha, Wisconsin**

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ORGANIZATIONAL MEETING  
Monday, April 28, 2014  
Educational Support Center  
6:30 P.M.

- I. Roll Call of New Board
- II. Oath of Office
- III. Organization of New Board
  - A. Election of Board President (Presides Upon Election)
  - B. Election of Board Vice President
  - C. Election of Board Treasurer
  - D. Election of Board Clerk
  - E. Election of Board Secretary
  - F. Selection of Time and Place of Regular Meetings
  - G. Schedule of Authorized Public Depositories ..... Pages 1-2
  - H. Legal Services for the District ..... Page 3
  - I. Tax Incremental Districts (TID) Joint Review  
Board Representative ..... Page 4
  - J. Voting Order Draw
  - K. Check Signatures
- IV. New or Old Business as Required
- V. Adjournment

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Kenosha Unified School District  
Kenosha, Wisconsin

April 28, 2014

**Schedule of Authorized Public Depositories**

The School Board must annually approve the institutions to which District funds are deposited. Attachment A includes the list of authorized public depositories for the 2014-2015 fiscal year. The list of depositories remains the same from last year. Administration requests Board approval for these depositories.

The District currently has established a \$2,000,000 Line of Credit through Johnson Bank. In the event of an emergency cash-flow shortfall that would require immediate action/approval, Administration recommends that the Board assign the Chief Financial Officer the authority to approve draws as needed. The District has not had to take any emergency actions within the past 10 years; however this Line of Credit is a valuable instrument in the case of an unforeseen circumstance.

**Recommendation**

Administration recommends that the Board of Education: 1) adopt the attached Schedule of Authorized Public Depositories, and 2) assign the Chief Financial Officer the authority to approve draws as needed, in the form of the \$2,000,000 Line of Credit through Johnson Bank.

Dr. Joseph Mangi  
Superintendent of Schools

Tarik Hamdan  
Interim Chief Financial Officer

KENOSHA UNIFIED SCHOOL DISTRICT  
Schedule of Authorized Public Depositories  
April 28, 2014

Financial Institution	Type	Date Added
Johnson Bank 7500 Greenbay Road Kenosha, WI 53142	Operating Account Payroll Account Flex Spending Account Retirement Insurance Account Repurchase Agreement Student Activity Line of Credit	Contract from July 1, 2005 through June 30, 2011. Extended through June 30, 2013  New contract awarded July 1, 2013 through June 30, 2016 with two optional 2-year extensions.
U.S. Bank 777 E. Wisconsin Avenue Milwaukee, WI 53202	Investment Account	March 28, 2003
Wisconsin Investment Series Cooperative PMA, Administrator of WISC 788 N. Jefferson, Suite 550 Milwaukee, WI 53202	Investment Accounts	September 26, 2000
State of Wisconsin Local Government Investment Pool P.O. Box 7871 Madison, WI 53707	Investment Accounts	Prior to 1999
PMA Securities, Inc. 788 N. Jefferson, Suite 550 Milwaukee, WI 53202	Placement Agent OPEB Placement Agent	Contract from Aug 12, 2008 for (5) five years renewable with each new debt instrument.

**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Kenosha, Wisconsin**

**April 28, 2014**

**Legal Services for the District**

School Board policy allows for the use of legal services, as necessary, to meet legal requirements of the day to day operation of the school district. Below are the legal service firms that the District currently utilizes that are being recommended to be deemed the approved list of attorneys.

Buelow, Vetter, Buikema, Olson & Vliet, LLC  
Quarles & Brady, LLP  
von Briesen & Roper, S.C.

Our insurance provider, Community Insurance Corporation/Aegis, may contract out with different legal firms to administer various worker's compensation claim and liability issues.

Administration may also request School Board approval of specialized legal service firms for a limited term when deemed in the best interest of the School District.

**Recommendation**

Administration recommends that the Board of Education approve the list of attorneys as outlined above.

Dr. Joseph Mangi  
Superintendent of Schools

Sheronda Glass  
Executive Director of Business

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KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

April 28, 2014

**TID JOINT REVIEW BOARD REPRESENTATIVE**

**Background:**

Local municipalities create Tax Incremental Districts (TIDs) to provide incentives for development in their community. Generally TIDs are created to promote development of property for one of two main reasons:

- The property would otherwise not be developed because it is a blighted and/or Brownfield site.
- The project will create a large number of new jobs and/or high paying jobs in the community.

The TID approval process includes review and approval by both the governing body for the municipality as well as a Joint Review Board (JRB) made up of the other major taxing bodies in the community. In the case of the City of Kenosha and the Village of Pleasant Prairie, the JRB is comprised of a representative from each of the following: the municipality itself, Kenosha County, Gateway Technical College, and KUSD along with one at-large member selected by the taxing bodies. KUSD has been represented by Patrick Finnemore for the majority of the TIDs the past 7 or 8 years including all of the TIDs during the past year. In each case, the municipality has made a formal request to the School Board President to appoint the KUSD representative. In an effort to simplify the appointment process, we are recommending that the Board appoint the KUSD representative on an annual basis as part of the Annual Organizational Meeting. Furthermore, it is recommended for the upcoming year that Pat Finnemore continue to be the representative for KUSD.

**Administration Recommendation:**

Administration recommends School Board approval of Patrick Finnemore as the KUSD representative for any Tax Incremental District Joint Review Boards for the upcoming year.

Dr. Joseph Mangi  
Superintendent of Schools

Mr. Patrick M. Finnemore, P.E.  
Director of Facilities

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## **REGULAR MONTHLY BOARD MEETING**

**April 28, 2014**

**7:00 P.M.**

**Educational Support Center  
Board Meeting Room  
3600-52<sup>nd</sup> Street  
Kenosha, Wisconsin**

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Regular School Board Meeting  
Monday, April 28, 2014  
Educational Support Center  
7:00 P.M.

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards/Recognition
  - Battle of the Books
  - Tremper Blood Drive
  - Skills USA Gateway Regional Competition
  - Spelling Bee Finalists
  - Elementary Black History Bee
- IV. Administrative and Supervisory Appointments
- V. Introduction and Welcome of Student Ambassador
- VI. Legislative Report
- VII. Views and Comments by the Public
- VIII. Response and Comments by Board Members (Three Minute Limit)
- XI. Remarks by the President
- X. Superintendent's Report
- XI. Consent Agenda
  - A. Consent/Approve Recommendations  
Concerning Appointments,  
Leaves of Absence,  
Retirements and Resignations.....Page 1
  - B. Consent/Approve Minutes of 3/25/14 and  
4/3/14 Special Meetings  
and Executive Sessions,  
3/25/14 Regular Meeting  
A 4/8/14 Special Meeting .....Pages 2-16
  - C. Consent/Approve Summary of Receipts, Wire  
Transfers and Check Registers ....Pages 17-24

# SCHOOL BOARD AGENDA

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April 28, 2014

## XII. Old Business

- A. Discussion/Action Report of Contracts in Aggregate of \$25,000 ..... Pages 25-28

## XIII. New Business

- A. Discussion/Action Approval of the 2014-15 School Days Calendar and Elementary Early Release.....Page 29-34
- B. Discussion/Action School Board Policy 6452 - Student Progress Reporting..... Pages 35-98 (First Reading)
- C. Discussion/Action Final Notice of Teacher Non-renewals Pursuant To Section 118.22, Wisconsin Statutes
- D. Discussion/Action Donations to the District..... Page 99

## XIV. Other Business as Permitted by Law

- Tentative Schedule of Reports, Events and Legal Deadlines For School Board (April-May) ..... Page 100

## XV. Predetermined Time and Date of Adjourned Meeting, If Necessary

## XVI. Adjournment

**Kenosha Unified School District**

**Kenosha, WI**

**April 28, 2014**

The Human Resources recommendations regarding the following actions:

<b>ACTION</b>	<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>SCHOOL/DEPT</b>	<b>POSITION</b>	<b>STAFF</b>	<b>DATE</b>	<b>FTE</b>	<b>SALARY</b>
Appointment	Pelc	Bethany	Jeffrey	Counselor	Instructional	04/14/2014	1	\$42,266.00
Early Retirement	Call	Deborah	HR Leave Status	Teacher on Leave	Instructional	02/21/2014	1	\$54,662.00
Early Retirement	Escamilla	Alma	Edward Bain School of Language & Art	Dual Spanish	Instructional	06/12/2014	1	\$63,793.00
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
Resignation	Eisenhauer	Brett	Harborside Academy	Spanish	Instructional	04/04/2014	1	\$38,377.00
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
Resignation	Unger	Velia	Lincoln Middle School	Special Education	ESP	06/11/2014	1	\$16.29
Separation	Mitchell	Michele	Student Support	Social Worker (.90)	Instructional	03/09/2014	0.9	\$76,934.00

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SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD ON MARCH 25, 2014

A special meeting of the Kenosha Unified School Board was held on Tuesday, March 25, 2014, in the Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 6:00 P.M. with the following members present: Mrs. Taube, Mr. Flood, Mr. Nuzzo, Mrs. Snyder, Mrs. Coleman, Mr. Bryan, and Ms. Stevens. Dr. Mangi was also present.

Ms. Stevens, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Ms. Stevens announced that an executive session had been scheduled to follow this special meeting for the purpose of Reviewing Findings/Orders by Independent Hearing Officer and Personnel: Problems, Position Assignments, and Evaluation Consideration.

Mr. Bryan moved that the executive session be held. Mr. Flood seconded the motion.

Roll call vote. Ayes: Mrs. Taube, Mr. Flood, Mr. Nuzzo, Mrs. Snyder, Mrs. Coleman, Mr. Bryan, and Ms. Stevens. Noes: None. Unanimously approved.

Mr. Nuzzo moved to adjourn to executive session. Mr. Flood seconded the motion. Unanimously approved.

1. Reviewing Findings/Orders by Independent Hearing Officer

Mr. Flood excused himself from the meeting at 6:01 P.M.

Mr. Daniel Tenuta, Principal at Kenosha eSchool, arrived at 6:02 P.M. and presented two expulsions to Board members.

Dr. Mangi and Mr. Tenuta were excused at 6:09 P.M.

Mrs. Snyder moved to approve the recommendation of the Administrative Review Committee in regards to the first expulsion. Mrs. Coleman seconded the motion. Unanimously approved.

Mrs. Snyder moved to approve the recommendation of the Independent Hearing Officer in regards to the second expulsion. Mrs. Coleman seconded the motion. Unanimously approved.

Dr. Mangi and Mr. Flood returned to the meeting at 6:11 P.M.

2. Personnel: Problems, Position Assignments, and Evaluation Consideration

Mr. Radovan Dimitrijevic, Coordinator of Human Resources, arrived at 6:12 P.M. and updated Board members regarding several position assignments.

Mr. Dimitrijevic was excused at 6:28 P.M.

Dr. Floyd Williams, Assistant Superintendent of Elementary School Leadership, and Mrs. Annie Petering, Human Resources Specialist, arrived at 6:29 P.M. and updated Board members on two personnel issues.

Dr. Williams and Mrs. Petering were excused at 6:45 P.M.

Dr. Mangi updated Board members on a personnel issue.

Meeting adjourned at 6:58 P.M.

Stacy Schroeder Busby  
School Board Secretary

REGULAR MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD MARCH 25, 2014

A regular meeting of the Kenosha Unified School Board was held on Tuesday, March 25, 2014, at 7:00 P.M. in the Board Room of the Educational Support Center. Ms. Stevens, President, presided.

The meeting was called to order at 7:11 P.M. with the following Board members present: Mrs. Taube, Mr. Flood, Mr. Nuzzo, Mrs. Snyder, Mrs. Coleman, Mr. Bryan, and Ms. Stevens. Dr. Mangi was also present.

Ms. Stevens, President, opened the meeting by announcing that this was a regular meeting of the School Board of Kenosha Unified School District. Notice of this regular meeting was given to the public by forwarding the complete agenda to all requesting radio stations and newspapers. Copies of the complete agenda are available for inspection at all public schools and at the Superintendent's office. Anyone desiring information as to forthcoming meetings should contact the Superintendent's office.

Ms. Susan Valeri, Director of Special Education, presented the STEP Program Staff at Boys and Girls Club Awards.

There were no Administrative and/or Supervisory appointments.

Mrs. Coleman introduced the Student Ambassador, Mikayla Petersen, from Bradford High School and she made her comments.

Mr. Bryan presented the Legislative Report.

There were views and comments by the public.

Board members made their responses and comments.

Ms. Stevens made her Board President remarks.

Dr. Mangi presented the Superintendent's Report.

The Board considered the following Consent-Approve items:

Consent-Approve item XI-A – Recommendations Concerning Appointments, Leaves of Absence, Retirements, and Resignations as contained in the agenda.

Consent-Approve item XI-B – Minutes of the 2/20/14, 2/25/14, 3/7/14, and 3/8/14 Special Meeting and Executive Sessions and the 2/25/14 Regular Meeting.

Consent-Approve item XI-C – Summary of Receipts, Wire Transfers, and Check Registers submitted by Ms. Heather Kraeuter, Accounting & Payroll Manager; Mr. Hamdan, Interim Chief Financial Officer, and Dr. Joseph Mangi, excerpts follow:

"It is recommended that the February 2014 cash receipt deposits totaling \$2,106,638.54 and cash receipt wire transfers-in totaling \$29,257,794.02, be approved.

Check numbers 504327 through 505568 totaling \$7,585,615.16, and general operating wire transfers-out totaling \$ 371,637.47 are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the February 2014 net payroll and benefit EFT batches totaling \$12,523,569.60 and net payroll check batches totaling \$4,854.71 be approved."

Mrs. Taube moved to approve the Consent Agenda as contained in the agenda. Mr. Bryan seconded the motion. Unanimously approved.

Mr. Kristopher Keckler, Executive Director of Information Systems, Data Management, and Evaluation, presented Policy/Rule 5240 – Accommodation of Private School and Home Based Educational Program Students submitted by Mr. Keckler and Dr. Mangi, excerpts follow:

"Policy and Rule 5240 – Accommodation of Private School and Home Based Educational Program Students provides limited enrollment options for Kenosha resident students who are enrolled full time in a private school or home based (homeschool) setting. Act 20 (2013) greatly expanded the opportunities for resident and non-resident homeschooled pupils. Act 20 and the new part-time attendance law (Wis. Stats 118.53) allow homeschooled 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 homeschooled pupils to take up to two (2) courses per semester at any public school. Pupils must satisfy the minimum standards for admission to a course offered by the school district. The school board of a district shall determine the minimum standards for admission to a course offered by the school district at each grade.

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. All students participating under the revised rule will be factored into the district membership report for state aid reporting. KUSD Policy and Rule 5240 needs to align with the updated state requirements.

At the February 11, 2014, joint Personnel/Policy and Curriculum/Program Committee meeting, it was voted to forward revised Policy/Rule 5240 to the full Board for consideration. At its February 25, 2014, meeting the Board approved Policy 5240 as a first reading. Administration recommends that the School Board approve as a second reading proposed revisions to Policy and Rule 5240 – Accommodation of Private School and Home Based Educational Program Students as presented this evening."

Mr. Bryan moved to approve Policy/Rule 5240 – Accommodation of Private School and Home Based Educational Program Students as a second reading. Mr. Flood seconded the motion. Unanimously approved.

Dr. Sue Savaglio-Jarvis, Assistant Superintendent of Teaching and Learning, presented Policy 6520 – Field/Co-Curricular Trips submitted by Dr. Savaglio-Jarvis, and Dr. Mangi, excerpts follow:

“Kenosha Unified School District lies in a unique location with many wonderful learning opportunities for students within the city limits as well as outside of the city and state limits. 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.

At the February 11, 2014 Joint Personnel/Policy & Curriculum/Program Standing Committee meeting, Administration recommended that wording in current Board Policy 6520 be retained and to encourage the many wonderful learning opportunities inside the city limits as well as outside the city and state limits for student growth and learning. Kenosha Public Museums would be an enriching and engaging opportunity for students as the current educational programs and services offered via the museums are aligned to current grade (kindergarten through eighth) standards and curriculum. The joint committee voted to forward Policy 6520 to the full Board for consideration of a minor word change in paragraph two. At its February 25, 2014, meeting, the School Board approved revised Policy 6520 as a first reading.

Administration recommends that the Board approve revised Policy 6520 – Field/Co-Curricular Trips as a second reading this evening.”

Mrs. Taube moved to approve Policy 6520 – Field/Co-Curricular Trips as a second reading. Mr. Bryan seconded the motion. Unanimously approved.

Mr. Flood presented Policy 8720 – Special School Board Meetings submitted by Mr. Flood, excerpts follow:

“Mr. Flood’s Rationale: Bob Nuzzo and myself tried this at a board meeting and were told that it was against policy. This will increase communication, transparency and accountability for the Board.

At the January 25, 2014, regular board meeting, it was unanimously approved to table revisions to Policy 8720 until the February 25, 2014, meeting.

At the February 25, 2014, regular board meeting, it was voted to approve revised Policy 8720 as a first reading with the addition of “with the exception to any contradiction to any policy” added at the end of the fourth paragraph. The revised policy is brought forward for a second reading this evening.”

Mr. Flood moved to approve Policy 8720 – Special School Board Meetings as a second reading. Mrs. Coleman seconded the motion. Unanimously approved.

Ms. Patricia Demos, Community School Relations Coordinator, presented the Mary Frost Ashley Charitable Trust submitted by Ms. Demos; Mrs. Tanya Ruder, Executive Director of Community Partnerships and Media Relations; and Dr. Mangi, excerpts follow:

“During the 2014-2015 school year, the District plans to further develop and strengthen the comprehensive parent education training program, family interactive learning experiences, and expand student learning opportunities through support with a high school group, strengthen the District’s Recognition Program, further develop the annual Alcohol Tobacco, and Other Drugs Awareness Student Recognition Brunch and Awareness week, and provide safe playground equipment for the elementary school with the oldest equipment. This comprehensive program is developed with the framework of Search Institute’s “40 Developmental Assets,” Joyce Epstein’s School, Family and Community Partnerships guide, and the District’s Transformation Design. The design plan includes improving student achievement, personalized learning, expanding collaborative partnerships with families, the community and industry as well as implementing Joyce Epstein’s “Ten Steps to Success: School-Based Programs of Family, School, and Community Partnerships” and securing resources to support student learning.

At the March 11, 2014, joint Audit/Budget/Finance and Curriculum/Program Standing Committee meeting, it was voted to forward this grant to the School Board for consideration. Administration recommends that the School Board approve this one-year grant proposal titled Framework for Healthy Youth Development: Expanding Family Learning and Student Engagement Program in the amount of \$110,000 for submission to the Mary Frost Ashley Charitable Trust.”

Mrs. Coleman moved to approve the one-year grant proposal titled Framework for Healthy Youth Development: Expanding Family Learning and Student Engagement Program in the amount of \$110,000 for submission to the Mary Frost Ashley Charitable Trust. Mr. Nuzzo seconded the motion. Unanimously approved.

Mrs. Belinda Grantham, Director of Pre-School, presented the Read to Lead Grant Request submitted by Ms. Grantham; Dr. Floyd Williams, Assistant Superintendent of Elementary School Leadership; and Dr. Mangi, excerpts follow:

“Approval from the Board of Education is requested to submit and implement the Read to Lead Development Fund Grant. The maximum funding possible for this grant is \$50,000.00. The grant is aimed at improving literacy and early childhood development. The purpose of this grant is to support literacy development of KUSD Early Education students and their families at one elementary location. This would be accomplished through the use of electronic readers coupled with literacy training for Early Education staff and for the parents in those classrooms.

Similar to the current Early Education “Take Home Book” program, families in the selected classrooms will be invited to take home an electronic reader (e-reader). The e-reader will be pre-loaded with age appropriate as well as challenging literature. The E-books

purchased for the e-reader will allow books to be read in either Spanish or English, depending upon the language spoken within the home. Challenging literature will be included as books downloaded on the e-reader to promote the development of increasingly complex vocabulary. The KUSD Library Media Consultant and Early Education Instructional Coaches will collaborate to determine which E-books are purchased for the e-readers.

Prior to taking an e-reader to their home, parents will be required to participate in training on the features of the e-reader, the care of the e-reader, and the liability assumed by the family when an e-reader is brought to their home. Parents will also need to commit to attending literacy training for parents. Literacy training for parents will focus on how to use stories on the e-reader to promote phonological awareness, alphabet knowledge, knowledge of print, and comprehension. Parents will be able to use these foundational literacy skills to support their child's reading through the primary grades.

Establishing a foundation for literacy increases the likelihood that a student will be a "reader". The activities identified in this grant proposal will be monitored throughout the 2014-15 school year, with success evaluated at the conclusion of the school year. Based on the assessment results revisions to the plan will occur and consideration will be given to expansion of the concept to other Early Education sites.

At the March 11, 2014, joint Audit/Budget/Finance and Curriculum/Program Standing Committee meeting, it was voted to forward this grant to the School Board for consideration. Administration recommends that the School Board approve the Read to Lead Development Fund Grant as presented."

Mrs. Coleman moved to approve the Read to Lead Development Fund Grant as presented. Mr. Flood seconded the motion. Unanimously approved.

Ms. Grantham presented the Head Start Federal Grant and Cost-of-Living Adjustment Request submitted by Ms. Lisa KC, Assistant Director of Head Start; Ms. Grantham; Dr. Williams; and Dr. Mangi, excerpts follow:

"The purpose of the Head Start program is to provide comprehensive services in the areas of health, education, social/emotional development, and parent involvement for low-income preschool children and their families. This grant will service 330 high-risk children who will be three or four years of age on or before September 1, 2014. Funds will be utilized to serve the children and their families in all program component areas as required in the Head Start Act and through the Head Start Performance Standards.

At the March 11, 2014, joint Audit/Budget/Finance and Curriculum/Program Standing Committee meeting, there was agreement to forward the Head Start Federal Grant Request to the School Board for consideration. Since that time the Kenosha Unified School District Head Start Program has received notification of:

- An increase of \$105,349 in the base award amount to restore the reduction in funds created through sequestration.
- A Supplemental Federal Head Start Cost-of-Living Adjustment Grant award of \$25,987.

Approval from the Board of Education is requested:

- To submit and implement the Head Start Federal Grant for the 2014-2015 school year. The funding for this grant is \$1,999,031. The grant is designed to fund the operating costs of the Kenosha Unified School District Head Start Program.
- To submit and implement the Supplemental Head Start Federal Cost-of-Living Adjustment (COLA) Grant for the 2014-15 school year. The funding of this grant is \$25,987. As stated in the program instruction memorandum, COLA funds are to be used to increase staff salaries and fringe benefits to pay for higher operating costs. KUSD Head Start will use these monies to off-set the cost of employee salaries and benefits for the 2014-15 school year.

Administration recommends that the School Board approve the Head Start Federal Grant Request as revised in the amount of \$1,999,031.

Administration additionally recommends that the School Board approve the Supplemental Federal Head Start Cost-of-Living Adjustment Grant award of \$25,987.”

Mr. Bryan moved to approve the Head Start Federal Grant Request as revised in the amount of \$1,999,031 and the Supplemental Federal Head Start Cost-of-Living Adjustment Grant award of \$25,987. Mrs. Snyder seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Equipment Use for Softball and Baseball presented by Mr. Steven Knecht, Coordinator of Athletics/Physical Education; Dr. Savaglio-Jarvis; and Dr. Mangi, excerpts follow:

“In an effort to continually service the safety needs of Wisconsin’s student athletes, the Wisconsin Interscholastic Athletic Association (WIAA) is continuously working with coaches, athletic directors, and their medical advisory teams. Approximately five years ago, the WIAA added language to the bylaws stating that schools can issue protective equipment in the summer to their students with approval of their governing board for reasons of safety. At that time, the Kenosha Unified School District Board of Education granted schools permission to hand out protective football equipment in the summer.

In April of 2013, the WIAA membership passed this new rule. Per this new rule, the governing body of Kenosha Unified School District must approve the distribution of school baseball and softball equipment to its students during the school year. All equipment has a cost to purchase and a cost to recondition. The rationale for having the governing body approve the equipment use is that it may have an impact on the athletics budget.

During an open gym, a pitching machine can be used which delivers a ball at speeds up to 80 miles per hour. It makes sense that the district provides appropriate tools for students to use and the proper safety equipment to protect them. Under current practice, students who attend an open gym that do not have their own equipment would not get the opportunity to participate in certain activities that require protective equipment. The cost for the use of district equipment is minimal compared to the risk a student faces without the equipment. This rule change is purely in the interest of safety for student athletes.



At its March 11, 2014, meeting, the Curriculum/Program Standing Committee voted to forward the following recommendations to the School Board for consideration: It is recommended that the Board grant approval for use of protective equipment for softball and baseball during the school year outside of the sport season and, additionally, it is recommended that the Board grant the superintendent and the coordinator of athletics/physical education the authority to approve the use of school equipment should future WIAA sports rules change that are in the best interest for the safety of our students.

Administration recommends that the School board approve the recommendations noted above regarding equipment use for softball and baseball.”

Mrs. Coleman moved to approve the use of protective equipment for softball and baseball during the school year outside of the sport season and that the superintendent and the coordinator of athletics/physical education have the authority to approve the use of school equipment should future WIAA sports rules change that are in the best interest for the safety of our students. Mr. Nuzzo seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Ellevation Proposal submitted by Mrs. Sarah Smith, Coordinator of World Languages and Language Acquisition Program; Dr. Savaglio-Jarvis; and Dr. Mangi, excerpts follow:

“Ellevation© is a software company specifically designed to meet the needs of monitoring English Language learners for English-as-a-second language teachers. In 2011 Ellevation was formed when it merged with English as a Second Language Innovations (ESL Innovations). English as a Second Language Innovations was a company started in 2006 in North Carolina by an English-as-a-second-language coordinator. Currently, this group collaborates under the new title Ellevation; and its software is used in over 170 school districts across 25 states.

During the 2012-13 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 looked at three different English-as-a-second-language programs, including Ellevation, Imagine Learning, and the Berlitz CyberTeachers program. The members of the programming leadership branch favor the Ellevation program and believe that Ellevation’s programming materials would be the best fit for Kenosha Unified School District’s English as a second language 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. All of the information was shared with each member of the Office World Languages and Language Acquisition Program through email and a question-and-answer session at a department meeting. Committee members also shared the information learned from Ellevation’s software presentation with the Office of Information and Accountability. Due to the benefits described in the section which follows, Ellevation was found to be the software program to best meet the needs of the district. All of

Kenosha Unified School District's English-as-a-second-language teachers and the dual language teachers agree with purchase of the Ellevation program.

At its March 11, 2014, meeting, the Curriculum/Program Standing Committee voted to forward this report to the School Board for consideration. Administration recommends that the School Board approve the Ellevation software proposal as presented."

Mrs. Taube moved to approve the Ellevation Proposal. Mrs. Coleman seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Middle Schools Honors report submitted by Dr. Bethany Ormseth, Interim Assistant Superintendent of Secondary School Leadership; Dr. Savaglio-Jarvis; and Dr. Mangi, excerpts follow:

"A request was made at the Curriculum/Program Standing Committee for an update regarding middle school honors. This informational report contains a brief background of middle school honors, the 2013-14 first semester honors distinction and advanced math numbers, key findings from Hanover Research, and information regarding follow-up.

On Tuesday, March 11, 2014, the Curriculum/Program Committee recommended that the board authorizes exploration of the gifted and talented program; and expansion for grades 6, 7, and 8 be implemented as soon as possible. The Curriculum/Program Committee further recommended that the board authorize an expansion, at minimum, of the seventh and eighth grade honors English curriculum.

Administration recommends an exploration of a gifted and talented sixth through eighth grade middle school program for the 2015-16 school year.

Administration recommends a seventh and eighth grade honors middle school English course. The honors English course will have a well-developed curriculum meeting expectations for student growth and learning."

Mr. Flood moved to approve the exploration of a gifted and talented sixth through eighth grade middle school program for the 2015-16 school year and a seventh and eighth grade honors middle school English course for the 2014-2015 school year. The honors English course will have a well-developed curriculum meeting expectations for student growth and learning. Mrs. Coleman seconded the motion. Unanimously approved.

Mr. Hofer presented the Report of Contracts in Aggregate of \$25,000 submitted by Mr. Robert Hofer, Purchasing Agent; Mr. Hamdan; and Dr. Mangi, excerpts follow:

"School Board Policy 3420 requires that all contracts and renewals of contracts in aggregate of \$25,000 in a fiscal year shall be approved by the School Board except in the event of an emergency as determined and reported to the School Board monthly by the Purchasing Agent.

The following contracts/agreements have not been added to the Contract Management Database are being presented to the Board at this time for Board Approval:

- Ellevation, LLC – English as a Second Language Software; and
- Solution Tree – Professional Learning Communities Institute Hybrid.”

Mrs. Snyder moved to approve the Report of Contracts in Aggregate of \$25,000. Mr. Bryan seconded the motion. Unanimously approved.

Mr. Keckler presented the Disaster Recover/Data Archiving Technology Upgrade submitted by Mr. James Hanrahan, Operations & Applications Support Coordinator; Mr. Keckler; and Dr. Mangi, excerpts follow:

“The Kenosha Unified School District is a very large organization with ever growing demands related to student, staff and operationally sensitive data. The responsibilities associated with this data covers educational value, management of resources and assets and critical employee information. The current backup option is limited in scope and is over six years old. Even with the emergence of external cloud (internet) storage utilization for some systems and files, the amount that requires internal management has grown exponentially over the last several years. If KUSD were to experience a catastrophic event, or similar data failure including major user error, the rough timeline to utilize the backup data would be 2 – 3 weeks as we currently do not have the device capabilities to implement the data into new systems. The Information Services Department is requesting to implement an adequate disaster recovery and data retrieval system for KUSD’s critical information.

Several options were explored and we received valid quotes from different vendors. The recommendation is to accept a 3-year contract, starting July 1, 2014, which includes discounts from both a state rate and multi-year agreement if approved prior to the quote deadline. The estimated one-time amount for implementation is \$85,000 with a \$15,000 annual maintenance cost. If approved within this timeframe, KUSD would save over \$40,000. This new Disaster Recovery system would allow the use of VMware technology with “point in time” activation for recovery within a few hours, rather than weeks. The new system would also improve our capacity to adhere to the state expectations for record retention and management as a public entity. The Wisconsin Electronic Records Management Standards and Requirements regulation [WI Admin Provision 12.05 (4) and (11)] states that a public organization utilize information systems that accurately reproduce the records they create and maintain and utilize information systems that can export records that require retention to other systems without loss of meaning. Wisconsin records retention and archiving expectations vary, mostly from one to seven years, though some are expected to be permanent.

Administration recommends that the Board approve of the Disaster Recovery and Data Archival budget assumption for fiscal year 2014-15.”

Mrs. Taube moved to approve the Disaster Recovery and Data Archival budget assumption for fiscal year 2014-15. Mrs. Coleman seconded the motion. Unanimously approved.

Mr. Bryan presented the Donations to the District as contained in the agenda.

Mr. Bryan moved to approve the Donations to the District as presented. Mr. Nuzzo seconded the motion. Unanimously approved.

Mrs. Coleman moved to adjourn the meeting. Mr. Nuzzo seconded the motion. Unanimously approved.

Meeting adjourned at 8:45 P.M.

Stacy Schroeder Busby  
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD ON APRIL 3, 2014

A special meeting of the Kenosha Unified School Board was held on Thursday, April 3, 2014, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:08 P.M. with the following members present: Mrs. Taube, Mr. Flood, Mrs. Snyder, Mrs. Coleman, Mr. Bryan, and Ms. Stevens. Dr. Mangi and Attorney JoAnn Hart, from Boardman & Clark, LLP, were also present. Mr. Nuzzo was excused.

Ms. Stevens, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Ms. Stevens announced that an executive session had been scheduled to follow this special meeting for the purpose of Litigation and Personnel: Employment Relationship, Problems, Position Assignments, Compensation and/or Contracts, and Evaluation Consideration.

Mr. Bryan moved that the executive session be held. Mr. Flood seconded the motion.

Roll call vote. Ayes: Mrs. Taube, Mr. Flood, Mrs. Snyder, Mrs. Coleman, Mr. Bryan, and Ms. Stevens. Noes: None. Unanimously approved.

Mrs. Snyder moved to adjourn to executive session. Mr. Bryan seconded the motion. Unanimously approved.

1. Litigation

Attorney Hart updated Board members on the status of a litigation matter and asked for direction.

Mrs. Taube moved to not accept the terms of settlement in regards to the discussed litigation matter. Ms. Stevens seconded the motion.

Roll call vote. Ayes: Mrs. Taube, Mr. Bryan, and Ms. Stevens. Noes: Mr. Flood, Mrs. Snyder, and Mrs. Coleman. Motion failed.

Mrs. Coleman moved to accept the terms of settlement in regards to the discussed litigation matter. Mr. Flood seconded the motion.

Roll call vote. Ayes: Mr. Flood, Mrs. Snyder, and Mrs. Coleman. Noes: Mrs. Taube, Mr. Bryan, and Ms. Stevens. Motion failed.

Mr. Flood departed the meeting at 6:40 P.M.

Attorney Hart departed the meeting at 6:42 P.M.

2. Personnel: Employment Relationship, Problems, Position Assignments, Compensation and/or Contracts, and Evaluation Consideration

Mr. Radovan Dimitrijevic and Ms. Judy Rogers, Coordinators of Human Resources, arrived at 6:42 P.M. and presented four preliminary notices of non-renewal of employment contracts pursuant to section 118.22.

Mrs. Taube moved to approve the issuance of the four preliminary notices of non-renewal of employment contracts pursuant to section 118.22. Mr. Bryan seconded the motion. Unanimously approved.

Mr. Dimitrijevic and Ms. Rogers departed the meeting at 6:55 P.M.

Board members discussed matters pertaining to the Superintendent Search.

Mrs. Taube left at 7:26 P.M.

Meeting adjourned at 7:29 P.M.

Stacy Schroeder Busby  
School Board Secretary

A SPECIAL MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD APRIL 8, 2014

A special meeting of the Kenosha Unified School Board was held on Tuesday, April 8, 2014, at 7:30 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for Discussion on the 2014-2015 School District Calendar Including Friday Early Release.

The meeting was called to order at 7:50 P.M. with the following members present: Mrs. Taube, Mrs. Snyder, Mrs. Coleman, Mr. Bryan, and Ms. Stevens. Dr. Mangi was also present. Mr. Flood and Mr. Nuzzo were excused.

Ms. Stevens, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District No. 1. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

There were no views or comments by the public.

Dr. Floyd Williams, Assistant Superintendent of Elementary School Leadership, introduced the 2014-2015 School District Calendar Including Friday Early Release and indicated that Mrs. Heather Connolly, Principal at Frank Elementary; Mrs. Alicia Hribal, Principal at Jane Vernon Elementary; and Mr. Jonathan Bar-Din, Principal at Curtis Strange Elementary, would be giving a PowerPoint presentation pertaining to the importance of maintaining the structure of the current calendar for the next year in relation to early release Fridays.

Mrs. Connolly, Mrs. Hribal, and Mr. Bar-Din gave a PowerPoint presentation entitled Elementary Leadership: Friday Collaboration Data Time which covered the following topics: guiding questions, three areas of focus for Friday collaboration data time, and recommendations from 100% of the elementary principals.

Questions from Board members were answered by Administration.

Mrs. Coleman moved to adjourn the meeting. Mr. Bryan seconded the motion. Unanimously approved.

Meeting adjourned at 8:34 P.M.

Stacy Schroeder Busby  
School Board Secretary

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Kenosha Unified School District No. 1  
Kenosha, Wisconsin  
Summary of Cash Receipts and Disbursements  
April 28, 2014

<b>CASH RECEIPTS</b>	reference	total
<b>March 2014 Wire Transfers-In, to Johnson Bank from:</b>		
WI Department of Public Instruction	state aids register receipts	\$ 42,693,815.16
Johnson Bank	account interest	141.25
US Treasury	interest refund - various bond issues	259,840.00
Bankcard Services (MyLunchMoney.com)	food services credit card receipts (net of fees)	173,886.20
Bankcard Services (TicketSpice.com)	fine arts ticket sales receipts (net of fees)	11,598.22
5/3 Bank (RevTrak)	district web store receipts (net of fees)	41,313.31
Retired & Active Leave Benefit Participants	premium reimbursements	21,437.55
HHS	head start grant	212,985.14
Various Sources	small miscellaneous grants / refunds / rebates	9,950.17
Total Incoming Wire Transfers		<u>\$ 43,424,967.00</u>

**March 2014 Deposits to Johnson Bank - All Funds:**

General operating and food services receipts (excluding credit cards) \$ 1,104,553.69

**TOTAL MARCH CASH RECEIPTS**

**\$ 44,529,520.69**

<b>CASH DISBURSEMENTS</b>	reference	total
<b>March 2014 Wire Transfers-Out, from Johnson Bank to:</b>		
<i>payroll &amp; benefit wires</i>		
Individual Employee Bank Accounts	net payrolls by EFT (net of reversals)	\$ 6,855,946.08
WI Department of Revenue	state payroll taxes	555,113.66
WI Department of Revenue	state wage attachments	1,668.08
IRS	federal payroll taxes	2,653,680.51
Diversified Benefits Services	flexible spending account claims	28,116.24
Employee Trust Funds	wisconsin retirement system	1,308,843.94
NVA	vision insurance premiums	10,504.39
Various	TSA payments	309,734.87
<i>general operating wires</i>		
US Bank	purchasing card payment-individuals	219,730.07 *
US Bank	purchasing card payment-AP program	1,474.75 *
Aegis	workers' compensation payment	100,000.00
Kenosha Area Business Alliance	LakeView lease payment	17,453.54
Johnson Bank	banking fees	871.50
Various	returned checks	150.00
Total Outgoing Wire Transfers		<u>\$ 12,063,287.63</u>

**March 2014 Check Registers - All Funds:**

Net payrolls by paper check	Register# 01005DP, 01905DP, 01006DP and 01106DP	\$ 9,575.76
General operating and food services	Check# 505569 thru Check# 506696 (net of void batches)	8,966,122.56
Total Check Registers		<u>\$ 8,975,698.32</u>

**TOTAL MARCH CASH DISBURSEMENTS**

**\$ 21,038,985.95**

\*See attached supplemental report for purchasing card transaction information

**KUSD Purchasing Card Program - Individual Cardholders****Transaction Summary by Merchant**

Billing Cycle Ending March 17, 2014

Merchant/Vendor	Total Charge (Credit)
HOTEL	\$ 13,864.18
WW GRAINGER	\$ 12,541.99
AIRLINE	\$ 11,708.78
AMAZON.COM	\$ 11,272.52
VIKING ELECTRIC - KENOSHA	\$ 9,928.46
INTUIT *GAPPA SECURITY SO	\$ 7,700.20
TUNSTALL CORPORATION	\$ 6,571.60
SIMPLEX GRINNELL WEB P	\$ 5,686.00
RESTAURANTS & CATERING	\$ 5,672.98
MENARDS 3127	\$ 5,554.74
AMAZON MKTPLACE PMTS	\$ 5,541.77
HYDRO-FLO PRODUCTS INC	\$ 5,165.66
MARKS PLUMBING PARTS	\$ 5,063.97
SOLUTION TREE INC	\$ 5,032.00
3654 INTERSTATE	\$ 4,388.13
FIRST SUPPLY LLC #2033	\$ 3,998.93
HOTELS.COM	\$ 3,691.26
HALLMAN LINDSAY PAINTS	\$ 3,525.26
UW EOP NONCREDIT PROGRAM	\$ 3,500.00
HIGHWAY C SVC	\$ 3,363.80
BECKER BOILER CO., INC	\$ 3,094.87
USPS	\$ 2,703.70
CHESTER ELECTRONIC SUPPLY	\$ 2,555.86
WEBCONNEX.COM/CHARGE	\$ 2,538.04
HEAT AUTHORITY LLC	\$ 2,480.00
MAYFAIR RENT A CAR KENO	\$ 2,299.16
REI*GREENWOODHEINEMANN	\$ 2,223.39
TCD*CENGAGE LEARNING	\$ 2,180.75
ACT*WHITEPRIVILEGECONF	\$ 2,060.00
LOWES #02560*	\$ 1,945.31
EF EDUCATION FIRST	\$ 1,805.00
FASTENAL COMPANY01	\$ 1,703.52
JOHNSTONE SUPPLY	\$ 1,598.02
MHE*MCGRRAW-HILL ECOMM	\$ 1,514.80
HOLLAND SUPPLY INC	\$ 1,489.00
BATTERIES PLUS KEN	\$ 1,423.89
VEHICLE MAINT. & FUEL	\$ 1,413.13
WISCONSIN MATHEMATICS COU	\$ 1,278.00
CONNEY SAFETY	\$ 1,154.20
NATIONALSCI	\$ 1,139.00
WAL-MART	\$ 1,138.49
TARGET	\$ 1,059.67
SPOTLIGHT YOUTH THEATER	\$ 1,000.00
BADGER THERMAL UNLIMITED	\$ 993.91
ALICE TRAINING INSTITUTE	\$ 990.00
ULINE *SHIP SUPPLIES	\$ 900.00
WISCONSIN NURSE ASSC	\$ 860.00
BARNES&NOBLE*COM	\$ 846.67

**KUSD Purchasing Card Program - Individual Cardholders****Transaction Summary by Merchant**

Billing Cycle Ending March 17, 2014

Merchant/Vendor	Total Charge (Credit)
PAYPAL *MARATHONCOU	\$ 825.00
SDE INC	\$ 812.00
JONES SCHOOL SUPPL	\$ 797.73
GIH*GLOBALINDUSTRIALEQ	\$ 791.81
HAJOCA ABLE DIST 353	\$ 773.90
INDUSTRIAL CONTROLS	\$ 755.81
ISU EDC	\$ 678.38
FITWORKS, INC DBA CROSSOV	\$ 660.84
AMSTERDAM PRNT & LITHO	\$ 632.33
ASSOC SUPERV AND CURR	\$ 628.58
SHIFFLER EQUIPMENT SAL	\$ 603.97
PAYPAL *WISCONSINED	\$ 600.00
UW OSHKOSH BOARD OF REGEN	\$ 600.00
CLASS 1 AIR INC	\$ 586.80
MCMASTER-CARR	\$ 575.29
VOLOGY DATA SYSTEM	\$ 565.00
THE TRANE COMPANY	\$ 558.46
BUYFIREALARMPARTS	\$ 554.67
BESTBUY.COM 00009944	\$ 548.58
OFFICE MAX	\$ 542.16
UWW CAMPS AND CONFERENCES	\$ 540.00
FARM & FLEET STURTEVANT	\$ 517.86
ENVISION	\$ 515.00
GAPPA SECURITY SOLUTIONS,	\$ 504.85
PAYPAL *CESA 5	\$ 495.00
BECKER STEEL LLC	\$ 483.76
IVIE ENTERPRISES INC	\$ 472.63
PAYPAL *COOPERATIVE	\$ 450.00
NATIONAL STUDENT CL	\$ 425.00
EDIGITALDEALS NET	\$ 421.50
PLAINFIELD CCSD #202 I	\$ 420.00
AIRGASS NORTH	\$ 411.25
WUFOO.COM/CHARGE	\$ 408.75
MUSEUM OF SCIENCE & IN	\$ 384.00
FACTORY CARD OUTLET	\$ 368.41
LYNCH TRUCK CENTER	\$ 363.60
PAYPAL *WISCONSINCO	\$ 360.00
GREAT POTENTIAL PRESS IN	\$ 345.10
COLLEGE OF LAKE COUNTY	\$ 334.00
SHERWIN WILLIAMS #3180	\$ 333.58
BIO RAD* VIKOTZ02/19/14	\$ 331.00
SUPER SPORTS FOOTWEAR	\$ 330.00
SCHOLASTIC BOOK CLUB	\$ 329.50
AUER STEEL & HEATING SUPP	\$ 329.00
PATS SERVICES INC	\$ 325.00
SCHOLASTIC INC. KEY 22	\$ 324.00
A BEEP, LLC	\$ 319.32
MILWAUKEE PUB MUSEUM ADM	\$ 318.00

**KUSD Purchasing Card Program - Individual Cardholders****Transaction Summary by Merchant**

Billing Cycle Ending March 17, 2014

Merchant/Vendor	Total Charge (Credit)
JMB & ASSOCIATES, LLC	\$ 315.00
WASDA 00 OF 00	\$ 315.00
SKILLPATH SEMINARS MAIN	\$ 299.95
LEARNING A-Z	\$ 299.85
HOMEDEPOT.COM	\$ 299.00
PAYPAL *EDTECHTEAM	\$ 299.00
SPARKFUN ELECTRONICS	\$ 298.73
ACT*META (BRAINSTORM CONF	\$ 295.00
GLENROY INC	\$ 293.00
J W PEPPER	\$ 287.04
EXPEDIA*EXPEDIA.COM	\$ 283.49
COLUMBIA PIPE & SUPPLY	\$ 276.73
WHS MUSEUM STORE	\$ 269.60
BIG K CAR SERVICES	\$ 268.00
ORIENTAL TRADING CO	\$ 264.23
STENHOUSE PUBLISHERS	\$ 252.00
DAMARC QUALITY INSPECT	\$ 240.00
INCASE DESIGNS	\$ 239.60
STATE CHEMIC*STATE CHE	\$ 237.42
BIOCLONE INC	\$ 235.00
ACT*WASDA	\$ 230.00
WENTAWI EDUCATIONAL MEDI	\$ 230.00
BUREAU OF EDU & RESEARCH	\$ 229.00
INSTITUTE FOR EDU	\$ 229.00
LEGOLAND DISCOVERY CENTR	\$ 225.00
PROJECTOR	\$ 224.00
CONCRETE SOLUTIONS AND	\$ 220.00
RLI*RENAISSANCE LEARN	\$ 218.40
AT&T*BILL PAYMENT	\$ 215.83
AED SUPERSTORE	\$ 210.00
SCAN-PAC INDUSTRIAL SALES	\$ 210.00
GFS MKTPLC #1919	\$ 206.88
B & H PHOTO-VIDEO.COM	\$ 202.20
OSWALD COMMUNICATI	\$ 201.05
UWEX REGISTRATION	\$ 200.00
ROBOTSHOP.COM	\$ 195.95
AIRGAS USA LLC N506	\$ 194.81
BAUDVILLE INC.	\$ 189.50
VANS GAS	\$ 187.34
PICK N SAVE	\$ 180.81
WALMART.COM 8009666546	\$ 179.85
DG HARDWARE	\$ 177.69
MARZANO RESEARCH LAB	\$ 169.75
HARBOR FREIGHT TOOLS 358	\$ 167.91
HOWDA DESIGNZ	\$ 164.46
NPC*NEW PIG CORP	\$ 156.00
COSTCO.COM *ONLINE	\$ 149.80
FOLDER FACTORY INC	\$ 148.75

**KUSD Purchasing Card Program - Individual Cardholders****Transaction Summary by Merchant**

Billing Cycle Ending March 17, 2014

Merchant/Vendor	Total Charge (Credit)
NELSON ELECTRIC SUPPLY	\$ 148.33
UW-PARKSIDE CCP	\$ 147.00
ON DECK SPORTS	\$ 146.82
MENTORING MINDS, L.P.	\$ 140.70
SERVOCITY	\$ 140.23
LEGO EDUCATION	\$ 135.84
HY VEE 1391	\$ 128.62
THE HOME DEPOT 4926	\$ 126.52
BUTTONMAKERS.NET	\$ 125.37
AMAZON SERVICES-KINDLE	\$ 124.40
NATIONAL SCHOOL PRODUC	\$ 124.04
VZWRLSS*IVR VN	\$ 121.02
ZORO TOOLS INC	\$ 120.58
HOBBY LOBBY	\$ 120.31
KELVIN	\$ 119.68
MILWAUKEE BREWERS BOX OFF	\$ 117.00
APPLIED MAGNETS	\$ 105.14
IKEA CHICAGO	\$ 104.42
CROWN TROPHY	\$ 101.10
EB *WSPA EMPLOYMENT FA	\$ 100.00
GLOGSTER.COM	\$ 95.00
BARNES & NOBLE #2037	\$ 92.28
TOWN & COUNTRY GLASS CO	\$ 84.00
EXPEDIA*170304634423	\$ 80.84
AMAZONPRIME MEMBERSHIP	\$ 80.56
MOBYMAX	\$ 79.00
OZAUKEE HUMANE SOCIETY	\$ 75.00
PRAIRIE SIDE TRUE VALUE	\$ 75.00
GRIFFIN TECHNOLOGY CORP.	\$ 73.48
AIELLO MIDTOWN FLORIST	\$ 68.58
FROEDTERT-BOBBES GIFT	\$ 63.36
MECHELLE LIMOUSINE LLC	\$ 63.00
MICHAELS STORES 9192	\$ 56.67
PAYPAL *TEACHERGAMI	\$ 54.00
PIGGLY WIGGLY #209	\$ 53.82
GSA SAFE SCHOOLS	\$ 50.00
STATE OF WI DPI REGONLINE	\$ 50.00
TEACHERSPAYTEACHERS	\$ 45.48
SAMS MEMBERSHIP	\$ 45.00
SSI*SPORTMSPRKABILITAT	\$ 42.15
FIRST BOOK	\$ 40.05
INSPEC, INC	\$ 40.00
KENOSHA AREA BUSINESS	\$ 35.00
DMI* DELL SMALL BUS	\$ 34.80
CC-30 MILW. INSULATION	\$ 33.87
WALGREENS #3617	\$ 33.10
DOLRTREE 752 00007526	\$ 32.00
INTL READING ASSOC	\$ 29.00

**KUSD Purchasing Card Program - Individual Cardholders****Transaction Summary by Merchant**

Billing Cycle Ending March 17, 2014

<b>Merchant/Vendor</b>	<b>Total Charge (Credit)</b>
ALEKS ED SYS K-12	\$ 27.50
THE RED BELL	\$ 25.92
DOVER FLAG & MAP LLC	\$ 25.88
MAXISHARE	\$ 25.00
DISCOVERY WORLD, LTD	\$ 24.00
EDUCATIONAL INNOVATIONS	\$ 21.85
UNION CAB MADISON	\$ 21.70
ADOBE SYSTEMS, INC.	\$ 21.48
TMS*SCHOOL SUPPLY STOR	\$ 21.17
ITECHDEALSCOM	\$ 20.97
VEX ROBOTICS	\$ 20.76
TAP PLASTICS, INC.	\$ 20.61
PETSMART INC 1636	\$ 17.07
EASYKEYSCOM INC	\$ 16.90
ACE TOOL ONLINE	\$ 16.33
FESTIVAL FOODS	\$ 15.96
A&B HARDWARE & LOCK SH	\$ 15.00
KENOSHA FRESH MARKE	\$ 13.11
SEARS ROEBUCK 2342	\$ 9.98
BAUER PRODUCTS INC	\$ 9.00
USPS.COM CLICK66100611	\$ 5.05
APL*APPLE ITUNES STORE	\$ 2.10
BEST BUY 00011916	\$ (48.32)
STU*STUMPS	\$ (214.76)
<b>US Bank Purchasing Card Payment - Individuals</b>	<b>\$ 219,730.07</b>

**KUSD Purchasing Card Program - Accounts Payable**

**Transaction Summary**

Billing Cycle Ending March 17, 2014

Check #	Vendor ID	Vendor Name	Total
99000367	V01124	WIL-KIL PEST CONTROL COMPANY	\$ 1,474.75
<b>US Bank Purchasing Card Payment - Accounts Payable</b>			<b>\$ 1,474.75</b>

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, WI

April 28, 2014

**Administrative Recommendation**

It is recommended that the March 2014 cash receipt deposits totaling \$1,104,553.69 and cash receipt wire transfers-in totaling \$43,424,967.00, be approved.

Check numbers 505569 through 506696 totaling \$8,966,122.56, and general operating wire transfers-out totaling \$ 339,679.86 are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the March 2014 net payroll and benefit EFT batches totaling \$11,723,607.77 and net payroll check batches totaling \$9,575.76 be approved.

Dr. Joseph Mangi  
Interim Superintendent of Schools

Tarik Hamdan  
Interim Chief Financial Officer

Heather Kraeuter, CPA  
Accounting & Payroll Manager



Kenosha Unified School District  
Kenosha, Wisconsin

April 28, 2014

**Report of Contracts in Aggregate of \$25,000**

School Board Policy 3420 requires that “all contracts and renewals of contracts in aggregate of \$25,000 in a fiscal year shall be approved by the School Board except in the event of an emergency as determined and reported to the School Board monthly by the Purchasing Agent.”

The contracts/agreements in aggregate of \$25,000 that have been added to the Contract Management Database subsequent to March 25, 2014, with approval of the purchasing agent are shown in the database in coral color. Board members may access this database while on district property.

[Link to Contract Management Database](#)

**Approval of Contracts in Aggregate of \$25,000**

The following contracts/agreements have not been added to the Contract Management Database are being presented to the Board at this time for Board Approval.

**Compass Learning – Odyssey High School Courses**

**1. What is the purpose of the proposed purchase?**

Compass Learning Odyssey courses are used in KUSD high schools as an option for students to recover credits for failed courses during the regular school year and in summer school. At the time the comprehensive high schools replaced PLATO with Compass Learning Odyssey course. The proposed purchase would give an unlimited number of students access to the purchased courses, all of which satisfy KUSD graduation requirements. This would greatly expand the capacity for Tremper to offer credit recovery opportunities to their students. In the long term, this is also a more cost effective purchase option as there is only a per course maintenance fee charged each year after the initial purchase. The purchase of Compass Learning High School Courses for Tremper High School will provide the same access to Tremper students that Bradford and Indian Trail students currently have.

**2. What is the total cost of purchase and the funding source?**

\$46,306 Costs will be divided between the Literacy, Mathematics, and Social Studies budgets. The full list of courses is as follows: Algebra 1, Algebra 2, Biology, Chemistry, Earth Space Science, Economics/Personal Finance, English

1, 2, 3, & 4, Geometry, Health, Physical Science, US Government, US History 2, World History, Psychology, and Sociology.

**3. What is the educational outcome of this purchase?**

Compass Learning Odyssey Courses assess student knowledge of content and then prescribe lessons based on individual student's needs. Students are able to recover credits more quickly than in a traditional classroom setting since they are only working on content that they have not yet mastered. By allowing students to recover credits for failed courses outside of the traditional classroom, we can ensure that students stay on track to graduate with their cohort.

**4. When is the anticipated start date?**

Tremper students have been using Compass Learning Odyssey courses since 2001. This purchase only changes how that access is purchased. Access to the purchased courses will begin on June 23, 2014.

Dr. Joseph Mangi  
Superintendent of Schools

Mr. Tarik Hamdan  
Interim Chief Financial Officer

Mr. Robert Hofer  
Purchasing Agent

## PURCHASE/CONTRACT RATIONALE

Per School Board Policy 3420, please complete the following to be attached to your purchase order/contract. Additional information may be required and presented before the District's School Board for approval. Your submission must allow for adequate time for the Board to approve.

Vendor: Compass Learning

Purchased Good/Program: Odyssey High School Courses

Start Date/Date Needed: June 23<sup>rd</sup>, 2014

1. **PURPOSE** – What is the purpose of the proposed purchase?

Compass Learning Odyssey courses are used in KUSD high schools as an option for students to recover credits for failed courses during the regular school year and in summer school. At the time the comprehensive high schools replaced PLATO with Compass Learning Odyssey, Tremper had limited needs and funds available to purchase a full set of courses. Currently, Tremper has twenty-five unlimited student licenses that permit 25 students to access any Odyssey course. The proposed purchase would give an unlimited number of students access to the purchased courses, all of which satisfy KUSD graduation requirements. This would greatly expand the capacity for Tremper to offer credit recovery opportunities to their students. In the long term, this is also a more cost effective purchase option as there is only a per course maintenance fee charged each year after the initial purchase. The purchase of Compass Learning High School Courses for Tremper High School will provide the same access to Tremper students that Bradford and Indian Trail students currently have.

2. **FUNDING** – What is the total cost of purchase and the funding source?

\$46,306 Costs will be divided between the Literacy, Mathematics, and Social Studies budgets. The full list of courses is as follows: Algebra 1, Algebra 2, Biology, Chemistry, Earth Space Science, Economics/Personal Finance, English 1, 2, 3, & 4, Geometry, Health, Physical Science, US Government, US History 2, World History, Psychology, and Sociology.

3. **REQUEST FOR PROPOSAL (RFP)** – indicate if an RFP has been completed

YES ☐ NO ☒ If no, please request an RFP packet


4. **EDUCATIONAL OUTCOME** – What is the educational outcome of this purchase?

Compass Learning Odyssey Courses assess student knowledge of content and then prescribe lessons based on individual student's needs. Students are able to recover credits more quickly than in a traditional classroom setting since they are only working on content that they have not yet mastered. By allowing students to recover credits for failed courses outside of the traditional classroom, we can ensure that students stay on track to graduate with their cohort.

5. START DATE – When is the anticipated start date?

Tremper students have been using Compass Learning Odyssey courses since 2012. This purchase only changes how that access is purchased. Access to the purchased courses will begin on June 23<sup>rd</sup>, 2014.

**Your response does not establish approval of either a contract or a purchase order.**

Appropriate Leadership Signature  Date 4-11-2014

## KENOSHA UNIFIED SCHOOL DISTRICT

April 28, 2014

### **Approval of the 2014-15 School Days Calendar and Elementary Early Release**

The KUSD School Days Calendar provides the designation of instructional and non-instructional days to staff and students. Each school, depending on grade level designation, historically had to meet a DPI required number of instructional days and hours/minutes for student instruction. Recently, the state of Wisconsin removed the 180-day requirement (Act 257), but retained the hours/minutes requirement. This updated law grants greater flexibility to school districts that have to adjust for unforeseen school closures. The current Wisconsin instructional hour requirements are as follows:

Grades	4K (Headstart)	K-6	7-12
Instructional Hours	437 (448)	1,050	1,137

The calendar days allow proper planning for other related district areas, such as professional development and support services. Attached to this cover report are the four (4) specific KUSD school calendars: elementary schools, extended year elementary schools (Frank/Wilson), middle school, and the high school calendars. Certain alternative schools and charter schools have some liberties from the traditional instructional time requirements. Each of those schools will communicate a final calendar version prior to the start of the 2014-15 school year.

Also provided with this calendar proposal is the continuance of the early release designated days for elementary schools. Currently, each Friday at the elementary schools allows for a student early release schedule, with staff remaining to benefit from a dedicated collaborative work period.

#### **Administrative Recommendation:**

Administration recommends that the School Board approve the proposed 2014-15 KUSD School Days Calendar and the designation of the Friday early release days for the elementary schools.

Dr. Joseph Mangi  
Interim Superintendent of Schools

Kristopher Keckler  
Executive Director of Information & Accountability

Dr. Floyd Williams Jr.  
Assistant Superintendent of Elementary School Leadership

Dr. Beth Ormseth  
Interim Assistant Superintendent of Secondary School Leadership

## 2014-2015 SCHOOL CALENDAR

August 20, 21, 22 (Wednesday-Friday)..... New Staff Orientation (unless otherwise notified)  
 August 25 (Monday).....All Staff Report (unless otherwise notified)  
 September 1 (Monday).....Labor Day  
 September 2 (Tuesday).....Students Report  
 October 31 (Friday)..... First Quarter Ends, Staff Workday, No Students Report  
 November 26 (Wednesday)..... ½ Day for Students & Staff  
 November 27-28 (Thursday-Friday)..... Thanksgiving Recess  
 December 20 (Saturday)..... Winter Recess Begins  
 January 5 (Monday - Schools Reopen)..... Students Report  
 January 19 (Monday).....Dr. Martin Luther King, Jr. Day, No Students or Staff Report  
 January 23 (Friday)..... Second Quarter Ends, Staff Workday, No Students Report  
 March 27 (Friday).....Third Quarter Ends, Staff Workday, No Students Report  
 April 3 (Friday) ..... Spring Recess Begins, Schools Closed  
 April 13 (Monday - Schools Reopen)..... Students Report  
 May 22 (Friday)..... ½ Day for Students & Staff  
 May 25 (Monday)..... Memorial Day  
 June 11 (Thursday)..... Fourth Quarter Ends, End of Year for Students  
 June 12 (Friday)..... Staff Workday

Please reference the KUSD Employee Handbook for identified paid holidays.

The school schedules take into consideration that two (2) inclement weather/other emergencies days have already been built into the schedule. In the event school is closed beyond the two days due to inclement weather or other emergencies, the remaining calendar period will be reviewed. If the closures result in a shortage of the required instructional time, the calendar will be adjusted and communicated as necessary.

Prior to the end of each school year, calculations will be done to determine if every school in the District meets the Wisconsin Department of Public Instruction required number of student contact hours and minutes. A thirty-minute student lunch period will be scheduled into each full day daily schedule.

Open House schedules will be established and communicated by each building prior to the beginning of the school year.

# Elementary School Calendar 2014-15

July-14						
S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August-14						
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10	11	12	13	14	15	16
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24	25	26	27	28	29	30
31						

September-14						
S	M	T	W	T	F	S
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21	22	23	24	25	26	27
28	29	30				

October-14						
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November-14						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
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December-14						
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28	29	30	31			

January-15						
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February-15						
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22	23	24	25	26	27	28

March-15						
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22	23	24	25	26	27	28
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April-15						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May-15						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June-15						
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	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

No School	<b>Quarter 1:</b> Sept. 2 to Oct. 31      43 days	Elementary School Student Conferences
New Staff Orientation Aug. 20-22 (unless otherwise noted)	<b>Quarter 2:</b> Nov. 3 to Jan. 23      46 days	
All Staff Report Aug. 25 (unless otherwise noted)	<b>Quarter 3:</b> Jan. 26 to Mar. 27      44 days	October 22, 23 (1/2 day for students), 24, 2014 February 25, 26 (1/2 day for students), 27, 2015
Staff Workday	<b>Quarter 4:</b> Mar. 30 to Jun. 11      47 days	Morning Conferences (no students) Staff leave after conferences (10/24 & 2/27)
Student Early Release Staff Collaboration		
Early Release (11/26 & 5/22) for students & staff		

Updated 04/13/14

# Extended Year Elementary School Calendar 2014-15

July-14						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August-14						
S	M	T	W	T	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September-14						
S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October-14						
S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November-14						
S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December-14						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January-15						
S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February-15						
S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March-15						
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April-15						
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19	20	21	22	23	24	25
26	27	28	29	30		

May-15						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June-15						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

No School	<b>Quarter 1:</b> Aug. 7 to Oct. 3    41 days	Elementary School Student Conferences
Enrichment Weeks	<b>Quarter 2:</b> Oct. 20 to Dec. 19    42 days	
All Staff Report Aug. 1 (unless otherwise noted)	<b>Quarter 3:</b> Jan. 5 to Mar. 20    54 days	
Staff Workday (8/1 Full, 10/3 Half, 12/19 Half, 1/9 Half, 3/20 Half, 6/12 Full)	<b>Quarter 4:</b> Apr. 13 to Jun. 11    43 days	Morning Conferences (no students) Staff leave after conferences (8/29, 10/31, & 2/27)
Student Early Release Staff Collaboration		
No school on Wednesday, Nov. 26		
Early Release 5/22 for students & staff		

Updated 04/13/14



# Middle School Calendar 2014-2015

July-14						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August-14						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September-14						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October-14						
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19	20	21	22	23	24	25
26	27	28	29	30	31	

November-14						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
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December-14						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January-15						
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18	19	20	21	22	23	24
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February-15						
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March-15						
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April-15						
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26	27	28	29	30		

May-15						
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24	25	26	27	28	29	30
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June-15						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

No School	<b>Quarter 1:</b> Sept. 2 to Oct. 31      43 days	Middle School Student Conferences  October 28, 30 evenings only, October 31 morning only (no school for students) March 24, 26 evenings only, March 27 morning only (no school for students)
New Staff Orientation Aug. 20-22 (unless otherwise noted)	<b>Quarter 2:</b> Nov. 3 to Jan. 23      46 days	
All Staff Report Aug. 25 (unless otherwise noted)	<b>Quarter 3:</b> Jan. 26 to Mar. 27      44 days	
Staff Workday	<b>Quarter 4:</b> Mar. 30 to Jun. 11      47 days	
Early Release (11/26 & 5/22) for students & staff		MS/HS Prof. Dev. - No Students Report - Asynchronous Online Activities (9/12, 10/17, 11/14, 2/13, 3/13)
Early Release (6/10) for students only		

Updated 04/13/14

# High School Calendar 2014-2015

July-14						
S	M	T	W	T	F	S
		1	2	3	4	5
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August-14						
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September-14						
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October-14						
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November-14						
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December-14						
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January-15						
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February-15						
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March-15						
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April-15						
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May-15						
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June-15						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

No School	<b>Quarter 1:</b> Sept. 2 to Oct. 31 43 days	High School Student Conferences  October 27, 29 evenings only, October 31 morning only (no school for students) March 23, 25 evenings only, March 27 morning only (no school for students)  MS/HS Prof. Dev. - No Students Report - Asynchronous Online Activities (9/12, 10/17, 11/14, 2/13, 3/13)
New Staff Orientation Aug. 20-22 (unless otherwise noted)	<b>Quarter 2:</b> Nov. 3 to Jan. 23 46 days	
All Staff Report Aug. 25 (unless otherwise noted)	<b>Quarter 3:</b> Jan. 26 to Mar. 27 44 days	
Staff Workday	<b>Quarter 4:</b> Mar. 30 to Jun. 11 47 days	
Early Release (11/26 & 5/22) for students & staff		
HS Final Exams- Early Release		

Updated 04/13/14

**Kenosha Unified School District  
Kenosha, Wisconsin**

**April 28, 2014**

**SCHOOL BOARD POLICY 6452 – STUDENT PROGRESS REPORTING  
First Reading**

On April 8, 2014, an Elementary Standards-Based Grading: Progress Monitoring and Assessing for Student Learning informational report was presented at the Curriculum/Program Standing Committee Meeting. On April 16, 2014, board president Ms. Rebecca Stevens requested that Policy 6452: Student Progress Reporting be brought forward to the full board for a first reading on April 28, 2014. Ms. Stevens indicated the policy was discussed in depth at the committee meeting and should be forwarded to the full board for an update to reflect the changes which have been in place for nearly a year.

The Elementary Standards-Based Grading: Progress Monitoring and Assessing for Student Learning report that was presented at the April 8, 2014, Curriculum/Program Standing Committee Meeting is attached to this report as Appendix A. The report contains background information, an explanation of and comparison between traditional grading and standards-based grading, guiding principles, a timeline, and information on previous Curriculum/Program Standing Committee Meetings at which standards-based grading was discussed.

A revised copy of Policy 6452: Student Progress Reporting is provided as Appendix B.

**Administrative Recommendation**

Administration recommends that the board of education conduct a first reading on Policy 6452: Student Progress Reporting this evening and consider for approval as a second reading at the May 27, 2014, regular board meeting.

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

**Kenosha Unified School District No. 1  
Kenosha, Wisconsin**

**Curriculum/Program Standing Committee  
April 8, 2014**

**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.

<b>A TALE OF TWO GRADING PARADIGMS<sup>1</sup></b>	
<b>Traditional Grading</b>	<b>Standards-Based Grading</b>
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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<sup>1</sup> *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.
  - Final grades that show up on a report card or progress report should describe a student’s progress toward a set of learning targets.
  - 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.
  - Students should have multiple opportunities to make and show progress toward learning targets through multiple quality assessments.
  - 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.
  - Habits of scholarship are sometimes referred to as “character learning targets” and should be determined and reported separately.
  - Reporting on habits, such as effort, timeliness, and class participation, is as important as reporting on academic achievement.
  - These habits are distinct and deserve their own learning targets for growth.
  - Teachers provide instruction on habits of scholarship, give students feedback, and ask students to self-assess and collect evidence of progress toward these targets.
  - Learning targets are for communication, not motivation for punishment.
  - Grades should truly serve the purpose of communicating progress toward a standard; they should not be used as punishment.
  - 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.
  - 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.
  - If students understand their learning targets up front, they can be involved in communicating about their progress.

- Teaching students how to effectively self-assess their learning and progress is a critical part of the learning process.
- 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
  - How much
  - 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  
Interim 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](http://www.sunprairie.k12.wi.us/grading_for_learning.cfm)

Sun Prairie's Parent Guidebook- (Resource is also available on the site above.)

[http://www.sunprairie.k12.wi.us/cms\\_files/resources/parent%20guidebook%20final.pdf](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](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](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](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/stdsrptcard/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](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](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](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](http://mountvernonschools.org/images/uploads/Teachers_Handbook_v4_61512_mt.pdf)

## **Sites:**

ThinkThankThink: Standards-Based Grading FAQ

<http://shawncornally.com/wordpress/?p=673>

ThinkThankThink: Collection of Standards-Based Grading

Resources [http://shawncornally.com/wordpress/?page\\_id=114](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](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=21102404475167>

## **Books:**

Fair Isn't Always Equal – Rick Wormeli

<http://www.stenhouse.com/shop/pc/viewprd.asp?idProduct=8982>

Developing Standards-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](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](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](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](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](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 on “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=sZzJBnYHylI>

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](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](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](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](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](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](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

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Making the Grades-Ensure Accuracy, Meaning, Consistency, and Support for Learning – Educational Leadership – Ken O'Connor

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Standards-Based Report Cards  
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### **Blog/BlogComments:**

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

### **Anonymous December 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 get 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.

**Anonymous** November 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.

## APPENDIX B



### 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		



## APPENDIX C



### 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
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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
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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
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## COMMITTEE TIMELINE

### Elementary Reporting Committee

MONTH	ACTION
September 2012	<ul style="list-style-type: none"> <li>Identified elementary teachers</li> <li>Committee members selected subcommittee.</li> </ul>
October 2012	<ul style="list-style-type: none"> <li>Reviewed current best practices related to elementary standards-based reporting</li> <li>Built background knowledge of committee members using authors such as Rick Wormeli, Thomas Gusky, and Rick Stiggins</li> </ul>
November 2012	<ul style="list-style-type: none"> <li>Reviewed and rated reporting tools used in districts within and beyond Wisconsin</li> <li>Analyzed technology capabilities</li> <li>Began the creation of four levels of performance indicators</li> </ul>
December 2012	<ul style="list-style-type: none"> <li>Developed and reviewed sample reporting tools based on research completed during the prior month</li> </ul>
January 2013	<ul style="list-style-type: none"> <li>Presented each subcommittee to the entire group</li> <li>Created revisions of drafts created in December</li> </ul>
February 2013	<ul style="list-style-type: none"> <li>Final revision</li> <li>Planned district presentations for professional learning regarding standards-based grading practices</li> </ul>
March 2013	<ul style="list-style-type: none"> <li>Presented to building principals and instructional coaches</li> <li>Presented to community stakeholders</li> <li>Began building-level presentations to teachers</li> </ul>
April 2013	<ul style="list-style-type: none"> <li>Conducted meetings as needed at building sites</li> <li>Concluded building-level presentations to teachers</li> <li>Began planning with Frank Elementary School and Wilson Elementary School</li> <li>Assessed computer-based tools</li> </ul>

May 2013	<ul style="list-style-type: none"> <li>• Final meeting with community stakeholders</li> <li>• Work with Information Services, Frank Elementary School, and Wilson Elementary School will continue through the summer months.</li> <li>• Presentation to Curriculum and Programming Standing Committee</li> </ul>
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## Standards Based Grading Survey for Parents



**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
<b>Grade 5</b>		<b>25.5%</b>	<b>160</b>
<b>answered question</b>			<b>628</b>
<b>skipped question</b>			<b>0</b>





## 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
<b>Pleasant Prairie Elementary</b>		<b>12.9%</b>	<b>81</b>
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
<b>answered question</b>			<b>628</b>
<b>skipped question</b>			<b>0</b>







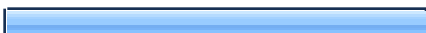


### 3. How knowledgeable would you consider yourself to be on Standards Based Grading?

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

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.

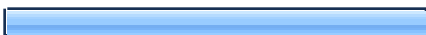



#### 4. How did you receive information from your school about Standards Based Grading? (select all that apply)

		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
<b>Communication from a teacher</b>		<b>63.4%</b>	<b>384</b>
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.		<b>answered question</b>	<b>606</b>
		<b>skipped question</b>	<b>22</b>

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 percent).

**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.		<b>answered question</b>	<b>606</b>
		<b>skipped question</b>	<b>22</b>






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 knowledgeable/still learning SBG. inconsistent/subjective 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.	<b>answered question</b>		<b>204</b>
	<b>skipped question</b>		<b>424</b>

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...**

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

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


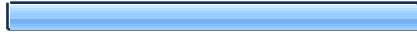





## 1. What is your assigned school(s)? (select all that apply)





		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
<b>Pleasant Prairie Elementary</b>		<b>8.5%</b>	<b>35</b>
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

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
<b>Grade level teacher</b>		<b>61.7%</b>	<b>253</b>
Special area teacher		11.0%	45
Special education teacher		12.4%	51
Other (please explain):		12.2%	50
		<b>answered question</b>	<b>410</b>
		<b>skipped question</b>	<b>0</b>

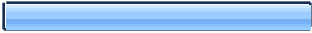
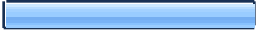


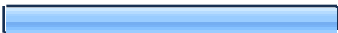


### 3. How knowledgeable would you consider yourself to be on Standards Based Grading?

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

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.



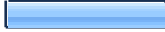
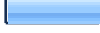
#### 4. How have you developed your knowledge of Standards Based Grading and the skills needed to implement it? (select all that apply)

		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
<b>Had collaborative conversations within PLCs</b>		<b>67.9%</b>	<b>258</b>
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:		<b>answered question</b>	<b>380</b>
Student teaching			
Study group		<b>skipped question</b>	<b>30</b>
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


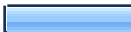



Three common themes emerged: 1. Zangle, 2. time, and 3. clarity. There will be improved standards-based grading implementation when Infinite Campus replaces Zangle.

**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?**

		<b>Response Percent</b>	<b>Response Count</b>
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
<b>No, I have not had any parents/guardians contact me about Standards Based Grading.</b>		<b>52.0%</b>	<b>192</b>
		<b>answered question</b>	<b>369</b>
		<b>skipped question</b>	<b>41</b>

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
<b>Generally negative</b>		<b>40.0%</b>	<b>70</b>
Sometimes positive, sometimes negative		21.7%	38
Other (please explain):		13.1%	23
"Other" includes:		<b>answered question</b>	<b>175</b>
Just want an explanation			
Confused		<b>skipped question</b>	<b>235</b>

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

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

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.

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
<b>Overall, they have a GOOD understanding.</b>		<b>86.4%</b>	<b>19</b>
Overall, they have a FAIR understanding.		13.6%	3
Overall, they have a POOR understanding.		0.0%	0
answered question			<b>22</b>
skipped question			<b>0</b>

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

### Common Responses

- 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 need 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.

**ATTACHMENT B**

**POLICY 6452  
STUDENT PROGRESS REPORTING**

Teachers shall make periodic reports informing the parent/guardian of their student's progress. Academic progress shall be measured against School Board approved standards and benchmarks as identified by grade level or course/class.

Discrimination complaints shall be processed in accordance with established procedures. The District shall not discriminate in the methods, practices, and materials used for evaluating students on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability or handicap. This does not, however, prohibit the use of special testing or counseling materials or techniques to meet the individualized needs of students.

**LEGAL REF.: Wisconsin Statutes Sections:**

Sections 118.13	[Student discrimination prohibited]
118.30	[Academic standards and assessment requirements]
120.12(2)	[Board duty; advice regarding instruction and progress of students]
120.13(1)	[Board power to do all things reasonable for the cause of education]
<del>118.13</del>	<del>Student discrimination prohibited</del>
<del>118.30</del>	<del>Academic standards and assessment requirements</del>
<del>120.12(2)</del>	<del>Board duty; advice regarding instruction and progress of students</del>
<del>120.13(1)</del>	<del>Board power to do all things reasonable for the cause of education</del>
	Chapter 115, Subchapter V - Programs for students with disabilities
	Chapter 115, Subchapter VII - Bilingual/bicultural education
	PI 13 [Bilingual-Bicultural Program rules]
	No Child Left Behind Act of 2001 [Reporting student achievement and test results]
	PI 9.03 Student nondiscrimination policy requirement

**CROSS REF.: 2110 Accountability Benchmarks**

5118.1	Promotion
5118.3	Retention/Acceleration
6100	<del>District Vision</del> <b>Mission, Principles, Goals Results</b>
6110	<del>Instructional Program Mission, and Beliefs</del>
6426	Student Program or Curriculum Modifications
6427	Individual and Remedial Services
6430	Instructional Arrangements (The Learning Situation)
6454.1	Fourth and Eighth Grade Promotion
6456	Graduation Requirements
6460	<del>Testing/Assessment Programs</del>
	School Board Adopted Academic Standards
	Lifelong Learning Standards and Benchmarks
	Special Education Program and Procedure Manual

POLICY 6452  
STUDENT PROGRESS REPORTING

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: August 13, 1991

REVISED: July 26, 1994  
July 22, 1997  
September 23, 2003

RULE 6452  
STUDENT PROGRESS REPORTING PROCEDURES

A. Grades Pre-Kindergarten through Five

**Kenosha Unified School District focuses on high level academic standards in the area of student achievement.** It is the belief of the District that the elementary years provide the foundation for a lifetime of learning. The beginning elementary years stress the basics of reading, writing, language arts, mathematics, science, social studies, fine arts, and physical education. Because these are such essential growing years, student progress shall be evaluated using comparisons to the **District content, essential learning skills, standards or learning targets** identified for each grade level. **Educators must appropriately and professionally provide the vehicle to ensure each student is being assessed based on a standard of performance.**

**Essential learning skills, standards, or learning targets give direction to assessing student learning about what students should learn and what skills they should acquire in each grade level. Standards represent the goals of teaching and learning. Standards describe what students should know and be able to do as a result of their learning essential skills. 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.**

~~Therefore, traditional letter grades computed from student work shall not be utilized in grades pre-kindergarten through two. Instead, progress indicators shall show how students are growing academically compared to the key skills needed for future learning. Upon reaching third grade, students shall receive letter grades as part of this indication of academic progress.~~

Teachers in grades pre-kindergarten through five shall communicate class expectations based on District content, **essential learning skills, standards, or learning targets** and lifelong learning standards and benchmarks with the parent/guardian during the initial weeks of the school year, utilizing the grade level brochures provided by the District. Teachers shall also share with the parent/guardian how their student will be assessed during the year, with descriptions of the relative importance of work completed during class, homework, and participation. In all grade levels, instruction, assessment, and re-teaching shall be firmly linked to meet the learning needs of every student.

In grades pre-kindergarten through ~~two~~ **five**, academic achievement shall be reported using **progress** indicators reflecting ~~progress~~ **growth** toward meeting District **content, essential learning skills, standards or learning targets** ~~standards-based topics~~. Progress on the District's lifelong learning standards, including effort and personal responsibility, shall also be indicated for each student.

In grades ~~three~~ **pre-kindergarten** through five, academic achievement in each subject area shall be reported using ~~letter grades and/or~~ progress indicators **noted as a numeric scale. Each numeric number contains a key descriptor identifying growth and development** based on **District content, essential learning skills, standards or learning targets** ~~standards-based topics~~. **The descriptor for each numeric mark is defined in the assessment key on the progress report.** ~~Letter grades shall be used to indicate the overall achievement in a subject area, while progress indicators shall be used to show progress toward meeting specific essential standards/standards-based topics throughout the grade level, including lifelong learning. Letter grades shall be based on point values given to standards-based assignments and assessments and shall indicate progress on all applicable standards/standards-based topics covered during the grading period.~~

STUDENT PROGRESS REPORTING PROCEDURES

Page 2

Teachers in grades pre-kindergarten through five shall work with students to enable them to complete assignments and assessments within a reasonable time period. ~~In grades three through five, students submitting work up to ten school days late, without prior approval, may receive up to two grades lower on the work than they would have received if the work had been submitted on time (i.e., B+ lowered to a D+). Student work submitted after ten school days, without prior approval, shall not be accepted for credit and shall be recorded with a score of zero (0).~~

Teachers in grades pre-kindergarten through five shall provide written notice to the parent/guardian at mid-term of any student not making adequate progress toward grade-level expectations. Teachers are also strongly encouraged to contact the parent/guardian about lack of substantial progress at other times during the year. In addition, conferences with the parent/guardian shall be held at regularly scheduled times during the school year.

Appeals for **grade progress report** changes shall be made utilizing the following process: ~~in grades three through five:~~

Step 1 The parent/guardian shall contact the teacher to discuss the **grade progress indicator** prior to the end of the next marking period.

Step 2 In the event the conflict is not resolved, the parent/guardian shall contact the school to arrange a meeting with the teacher and the principal.

Step 3 The final decision regarding a **grade progress indicator** appeal shall rest with the principal.

**B. Grades Six through Twelve**

A syllabus shall be developed for each course/class offered in grades six through twelve. The syllabus shall be given to students, made available to parents/guardians, and filed with the building principal. It is recommended that the syllabus be shared within the first week of the beginning of a course/class. The syllabus shall include academic/nonacademic expectations:

- Content/lifelong learning standards and benchmarks
- Methods of assessment
- Point distribution
- Board prescribed grading scale
- Course-specific information

The single grade on the report card and/or transcript shall be based on the successful completion of:

- The academic standards and benchmarks associated with the course/class
- The lifelong learning standards and benchmarks associated with the course/class

All standards-based learning experiences shall be weighted appropriately to convey their importance within the course/class. The lifelong learning standards shall be treated as one element of the total grade.

Students submitting work up to ten school days late, without prior approval, may receive up to two grades lower on the work than they would have received if the work had been submitted on time (i.e., B+ lowered to a D+). Student work submitted after ten school days, without prior approval, shall not be accepted for credit and shall be recorded with a score of zero (0).



Upon returning to school after an absence, a student has the responsibility, within the number of days equal to the length of the absence or suspension, to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. A truant student has the responsibility, on the first day he or she returns to the course/class, to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. Lower grades may not be given for late work due to excused absences, suspension or truancy, unless the work is submitted later than agreed upon deadlines.

Teachers in grades six through twelve shall provide written notice to the parent/guardian of a possible failing grade for a student at each midterm. Teachers are also strongly encouraged to notify the parent/guardian anytime a student is at risk of failing a subject. In addition, conferences with the parent/guardian shall be held at regularly scheduled intervals.

Appeals for grade changes shall be made utilizing the following process in grades six through twelve:

- Step 1 A request by the parent/guardian and/or adult student must be made to the teacher within thirty calendar days after the last day of the grading term.
- Step 2 If no agreement is reached, the parent/guardian and/or adult student must make a written request to the principal for a grade change.
- Step 3 A conference shall be held with the principal/designee, teacher, and the parent/guardian and/or adult student.
- Step 4 If no agreement is reached, a ballot shall be held by a review committee composed of the principal/designee and four certified staff members designated by the principal/designee. One of the four certified staff members shall include a teacher who teaches at the same academic level and in the same content area from another District school. The decision of this committee is final.

**C. District-wide Grading Scale for Grades Three through Twelve**

A numerical percentage for each letter grade shall be used District-wide in grades three through twelve. Exceptions to this rule may be allowed in special cases, as approved by the principal. If an elementary student's grade is based on work indicating proficiency at a lower grade level, it must be clearly marked on the report card. Letter grades shall be based on the following:

- A+ = 98-100%
- A = 93-97%
- A- = 90-92%
- B+ = 86-89%
- B = 83-85%
- B- = 80-82%
- C+ = 76-79%
- C = 73-75%
- C- = 70-72%
- D+ = 66-69%
- D = 63-65%
- D- = 60-62%
- F = 0-59%

Nothing in the District's student progress reporting policy or these procedures is intended to conflict with approved programming for a student with an Individual Education Plan (IEP), a Section 504 plan, or a Limited Language Plan (LLP).



April 28, 2014

### DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Kenosha Area Business Alliance donated \$4,000.00 to the LakeView Technology Academy Sumo Bot Team. This donation is to be used to support the students participating in the Sumo Bot competition.
2. Mary B. Kavanagh donated \$3,000.00 to the Bradford Scholarship fund. The funds are to be used for the Winifred Farley Memorial Scholarship.
3. Gateway Technical College donated \$2,500.00 to the LakeView Technology Academy Supermileage Vehicle Club.
4. The Lutheran Community Foundation donated \$1,000.00 to the Bradford Scholarship Fund. The funds are to be used for the Emily K. Lauer Memorial Scholarship.
5. Elliott and Carol Engberg donated \$1,000.00 to the Bradford Scholarship Fund. The funds are to be used for the Scott Lee Engberg Memorial Scholarship.
6. Kenosha County Youth as Resources donated \$500.00 to the LakeView Technology Academy Supermileage Club.
7. Car-Min Construction donated \$500.00 to the Bradford Softball team. The funds are to be used towards the field dugout project.
8. An anonymous donation of \$400.00 was given to the Reuther Music Activity Fund. The donation is to be used to purchase guitars.
9. Musicians Assisting Advancing Musicians donated \$300.00 to the Reuther Music Activity Fund. The donation is to be used to purchase guitars.

### Administrative Recommendation

Administration requests the Board of Education approve acceptance of the above listed gift(s), grant(s) or bequest(s) as per Board Policy 1400, to authorize the establishment of appropriate accounts to monitor fiscal activity, to amend the budget to reflect this action and to publish the budget change per Wisconsin Statute 65.90(5)(a).

Dr. Joseph Mangi  
Superintendent of Schools

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KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

April 28, 2014

**Tentative Schedule of Reports, Events,  
and Legal Deadlines for School Board**  
**April - May**

**April**

- April 8, 2014 – Standing Committee Meetings – 5:30 p.m. in ESC Board Room
- April 18-25, 2014 – Spring Recess – Schools Closed
- April 28, 2014 – Organizational and Regular Board of Education Meetings – 6:30 & 7:00 P.M. in ESC Board Room

**May**

- May 13, 2014 – Standing Committee Meetings – 5:30 p.m. in ESC Board Room
- May 26, 2014 – Memorial Day – Schools/Departments Closed
- May 27, 2014 – Regular Board of Education Meeting – 7:00 P.M. in ESC Board Room

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