



Moral imperative: ALL students will have an equal opportunity to prepare for college and/or careers with the support of highly qualified educators in a learning environment that is resource rich, safe, and welcoming.

REGULAR SCHOOL BOARD MEETING

February 25, 2025 at 7 p.m.

John J. Hosmanek Educational Support Center
Board Meeting Room
3600 52nd St., Kenosha WI, 53144

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Regular School Board Meeting
February 25, 2025
John J. Hosmanek Educational Support Center
3600 52nd St.
Kenosha, WI 53144
7:00 PM

I. Pledge of Allegiance

II. Roll Call of Members

III. Awards/Recognition

- National Scholastic Press Association All-American Rating - ITHSA Yearbook - *The Blaze*
- 2024 Southeast Conference Champions - Tremper Girls Soccer
- United Soccer Coaches Team Academic Award, Team Ethics and Sportsmanship Award, and Team Pinnacle Award - Tremper Girls Soccer

IV. Introduction, Welcome and Comments by Student Ambassador

V. Superintendent's Report

VI. Legislative Report

VII. Views and Comments by the Public

VIII. Remarks by the President

IX. Administrative and Supervisory Appointments

X. Consent Agenda

- | | |
|---|----|
| A. Consent/Approve | 4 |
| Recommendations Concerning Appointments, Leaves of Absence, Retirements, Resignations and Separations | |
| B. Consent/Approve | 5 |
| Minutes of 1/28/25 Special Meeting and Executive Session and 1/28/25 Regular Meeting | |
| C. Consent/Approve | 10 |
| Summary of Receipts, Wire Transfers and Check Registers | |
| D. Consent/Approve | 16 |
| Policy 6311 - Reading Instruction (Second Reading) | |

XI. Old Business

- | | |
|--|----|
| A. Discussion/Action | 21 |
| Policy 8712 - School Board Meeting Agenda Preparation and Dissemination (Second Reading) | |

XII. New Business

A. Discussion	28
Head Start Semi Annual Report	
B. Discussion/Action	36
Head Start Federal Grant Budget Revision Request	
C. Discussion	39
Four-Year Graduation Rate - Cohort Analysis	
D. Discussion	64
School Year 2025-2026 Preliminary Enrollment Projections	
E. Discussion/Action	69
Donations to the District	
XIII. Announcements/Updates by Board members (2-minute limit per member)	
• Per Policy 8710, comments in response to public comments are allowable only if the topic was included in the original notice of the meeting.	
XIV. Other Business as Permitted by Law	
XV. Tentative Schedule of Reports, Events and Legal Deadlines for School Board (March-April)	70
XVI. Predetermined Time and Date of Adjourned Meeting, if Necessary	
XVII. Adjournment	

Kenosha Unified School District**Kenosha, WI****February 25, 2025****The Office of Human Resources recommends the following actions:**

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE
Appointment	Armstrong	Kasey	Brass Community School	Cross Categorical	Instructional	01/27/2025	1
Appointment	Bisciglia	Joseph	Bradford High School	Security	ESP	01/27/2025	0.5
Appointment	Cedo-Martinez	Carlana	Chavez Learning Station	Information/Health Services	ESP	01/21/2025	1
Appointment	Chapa	Grace	Indian Trail HS & Academy/Bradford High School	ESL Other Language	Instructional	01/27/2025	1
Appointment	Craig	Stephanie	Pleasant Prairie	4K Program	ESP	02/10/2025	0.5
Appointment	Crain	Anaiah	Bradford High School	Security	ESP	01/27/2025	0.5
Appointment	Franklin	Jesse	Tremper High School	Security	ESP	02/03/2025	1
Appointment	Greenwood	Courtney	Curtis Strange Elementary School	Cross Categorical	Instructional	02/03/2025	1
Appointment	Kiczula	Francis	Frank Elementary/Bradford High School	2nd Shift Night Custodian	Facilities	02/12/2025	1
Appointment	Litwiller	Sarah	Tremper High School	Special Education	ESP	01/21/2025	1
Appointment	Lofton	Veraneek	Frank Elementary School	Classroom	ESP	02/03/2025	1
Appointment	Maegaard	Denise	Grant Elementary School	4K Program	ESP	02/12/2025	0.5
Appointment	Martin	Svetlana	Prairie Lane Elementary School	4K Program	ESP	01/27/2025	0.5
Appointment	Moss	Trinedie	Indian Trail HS & Academy	Security	ESP	02/14/2025	1
Appointment	Niesen	Larz	Bradford High School	Security	ESP	01/27/2025	1
Appointment	Palmer	Douglas	Curtis Strange Elementary School	Special Education	ESP	01/28/2025	1
Appointment	Rogers	Tiffany	Indian Trail HS & Academy	Family and Consumer Ed	Instructional	02/10/2025	1
Appointment	Schmidt	Nicole	Nash Elementary School	4K Program	Instructional	02/05/2025	1
Appointment	Secor	Madeline	Roosevelt Elementary School	2nd Shift Night Custodian	Facilities	02/10/2025	1
Appointment	Tuzil	Michelina	Brass Community School	Art	Instructional	01/27/2025	1
Appointment	Wiesztort	Nate	Facilities	Custodial Supervisor	AST	02/06/2025	1
Resignation	Lewis	Kimberly	Bradford High School	Clerical	ESP	02/07/2025	1
Resignation	Phillips	Ashley	Indian Trail HS & Academy	Special Education	Instructional	01/31/2025	1
Retirement	Duford	Melinda	Jeffery Elementary School	Kindergarten	Instructional	06/13/2025	1
Retirement	Finnemore	Patrick	Facilities	Director of Facilities	AST	06/30/2025	1
Retirement	Walther	Todd	Indian Trail HS & Academy	Math	Instructional	06/13/2025	1

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SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD JANUARY 28, 2025

A special meeting of the Kenosha Unified School Board was held on Tuesday, January 28, 2025, in Room 125 at the John J. Hosmanek 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. Schmaling, Ms. Adams, Mr. Price, Mr. Tierney, Mrs. Landry, Ms. Stevens and Mrs. Modder. Dr. Weiss and Mr. Neir were also present.

Mrs. Modder, 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.

Mrs. Modder announced that an executive session was scheduled to follow this special meeting for the purposes Review of Findings/Order by Independent Hearing Officer, Personnel: Employment Relationship, Personnel: Problems, and Personnel: Evaluation Consideration.

Ms. Stevens moved that the executive session be held. Second by Mr. Price. Motion carried unanimously.

1. Personnel: Employment Relationship and Personnel: Problems
Mr. Neir updated board members on personnel matters.

Mr. Neir departed the meeting.

2. Evaluation Consideration
Dr. Weiss shared his evaluation self-assessment with board members.
3. Review of Findings/Order by Independent Haring Officer
Board members reviewed a student expulsion order.

Dr. Weiss excused himself from the meeting at 6:27 p.m.

Ms. Stevens moved to approve the recommendation of the Independent Hearing Officer in regards to the student expulsion. Mrs. Landry seconded the motion. Unanimously approved.

Dr. Weiss returned to the meeting at 6:32 p.m.

Mrs. Landry moved to adjourn the meeting. Ms. Stevens seconded the motion. Unanimously approved.

Meeting adjourned at 6:33 p.m.

Stacy Schroeder
Executive Assistant

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REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JANUARY 28, 2025

A regular meeting of the Kenosha Unified School Board was held on Tuesday, January 28, 2025, at 7:00 p.m. in the Board Room at the John J. Hosmanek Educational Support Center. Mrs. Modder, President, presided.

The meeting was called to order at 7:02 p.m. with the following Board members present: Mrs. Schmaling, Ms. Adams, Mr. Price, Mr. Tierney, Mrs. Landry, Ms. Stevens, and Mrs. Modder. Mr. Haithcock was also present.

Mrs. Modder, 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 the Superintendent's office. Anyone desiring information as to forthcoming meetings should contact the Superintendent's office.

No Awards or Recognitions.

Mrs. Landry introduced the Student Ambassador, Ny'Jeria Smith from Indian Trail High School & Academy, and she made her comments.

Mr. Haithcock gave the Superintendent's Report.

Mr. Price gave the Legislative Report.

Views and comments were made by the public.

Mrs. Modder gave remarks by the President.

No Administrative or Supervisory Appointments.

Board members considered the following Consent-Approve items:

Consent-Approve items X(A) – Recommendations Concerning Appointments, Leaves of Absence, Retirements, Resignations, and Separations;

Consent-Approve item X(B) – Minutes of the 12/10/24 Special Meeting and Executive Session, 12/10/24 Regular Meeting, 1/16/25 Special Meeting, and 1/16/25 Special Meeting and Executive Session;

Consent-Approve item X(C) – Summary of Receipts, Wire Transfers, and Check Registers submitted by Mrs. Lisa Salo, Accounting Manager; Mr. Tarik Hamdan, Chief Financial Officer; and Dr. Jeffrey Weiss, Superintendent of Schools;

Consent-Approve item X(D) - Policy 5200 – School Admissions and Discontinuance of Policy 5250 – Emancipated Minors submitted by himself, Mr. William

Haithcock, Chief of School Leaders; Mrs. Wendy Tindall, Chief Academic Officer; and Dr. Weiss;

Consent-Approve item X(E) - Policy 5475 – Students with Disabilities submitted by Mrs. Wendy Tindall, Chief Academic Officer; Ms. Stacy Guckenberger, Director of Special Education; and Dr. Weiss;

Consent-Approve item X(F) - Policy 5570 – Crisis Management/Suicide Prevention submitted by Ms. Laura Stone, Coordinator of School Culture and Safety, Ms. Guckenberger, Ms. Guckenberger, Mrs. Tindall, and Dr. Weiss; and

Consent Approve item X(G) - Policy 6421- Services for Students with Disabilities submitted by Mrs. Tindall, Ms. Stone, Ms. Guckenberger, and Dr. Weiss.

Mrs. Landry moved to approve consent agenda items X(A), X(B), X(C), X(D), X(F), X(G) and pull consent agenda item X(E). Ms. Stevens seconded the motion. Unanimously approved.

Mrs. Tindall and Mrs. Mary Hoover, Coordinator of English Language Arts Elementary, presented Policy 6311 – District Reading Goals and Early Literacy Program submitted by themselves, Mr. Che Kearby, Coordinator of English Language Arts Secondary, and Dr. Weiss.

Mr. Price moved to approve Policy 6311 – District Reading Goals and Early Literacy Program as a first reading. Ms. Stevens seconded the motion. Unanimously approved.

Mrs. Tindall and Mrs. Hoover presented the Early Literacy Remediation Plan submitted by themselves and Dr. Weiss.

There was no action on this item as it was an informational item.

Mr. Patrick Finnemore, Director of Facilities, presented the Closed School Sites Redevelopment Agreement and Relocation of Hillcrest School submitted by himself, Mr. Haithcock, Mr. Hamdan, and Dr. Weiss.

Ms. Adams moved to approve the Exchange of Real Property Agreement with the City of Kenosha for the vacated former school sites (KTEC East, KTEC West, McKinley Elementary School, Jefferson Elementary School, Kenosha eSchool (former Jefferson Annex) Dimensions of Learning and Washington Middle School) and for the relocation of Hillcrest school of the former Wilson Elementary building. Mr. Price seconded the motion. Unanimously approved.

Mr. Haithcock presented the Summer School 2025 Program Proposal submitted by himself, Dr. Eitan Benzaquen, Summer School Coordinator, and Dr. Weiss.

Mr. Price moved to approve the 2025 Summer School Proposal including all updated salaries as proposed. Ms. Stevens seconded the motion. Unanimously approved.

Mr. Haithcock presented the Community Liaison Partnership Kenosha County Department of Human Services submitted by himself and Dr. Weiss.

Mrs. Landry moved to approve the continuation of the longstanding agreement with the Kenosha County Division of Children and Family Services, the contract amendment (Attachment A) extending the 2024-2025 contract to include the months of July – December 2024, and the new contract covering the term of January 1, 2025 to December 31, 2025, which includes the addition of a community liaison worker at Mahone Middle School which increases this fund 80 contract by \$40,916.50 for an annual contract amount of \$282,716.50. Ms. Stevens seconded the motion. Unanimously approved.

Mr. Kristopher Keckler, Chief Information Officer, presented the Open Enrollment Allocations for the 2025-2026 School Year submitted by himself, Mrs. Rhonda Lopez, Director of Early Education Programs, Mrs. Guckenberger, Mr. Haithcock, and Dr. Weiss.

Mr. Price moved to approve the spaces available for open enrollment students for the 2025-26 school year (200 spaces, 18 of which are designed for selected special education programs services). Ms. Stevens seconded the motion. Unanimously approved.

Mrs. Modder presented the Approval of the One-Year Extension of the Superintendent's Employment Contract submitted by herself.

Ms. Adams moved to approve the One-Year Extension of the Superintendent's Employment Contract, extending the contract through June 20, 2027. Mr. Price seconded the motion. Motion carried. Mr. Tierney dissenting.

Mrs. Landry presented the Black History Month 2025 Resolution.

Ms. Stevens moved to approve the Black History Month 2025 Resolution. Ms. Adams seconded the motion. Unanimously approved.

Mrs. Schmaling presented the donations to the district.

Ms. Stevens moved to approve the donations to the district. Mrs. Landry seconded the motion. Unanimously approved.

Mrs. Tindall and Mrs. Guckenberger presented consent agenda item X(E) - Policy 5475 – Students with Disabilities submitted by themselves and Dr. Weiss.

Mrs. Landry moved to approve Policy 5475 – Students with Disabilities as second reading. Ms. Stevens seconded the motion. Unanimously approved.

Board members made announcements.

Mrs. Landry moved to adjourn the meeting. Ms. Stevens seconded the motion.
Unanimously approved.

Meeting adjourned at 8:45 p.m.

Stacy Schroeder
Executive Assistant

Kenosha Unified School District
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
February 25, 2025

CASH RECEIPTS	reference	total
January 2025 Wire Transfers-In, to Johnson Bank from:		
WI Department of Public Instruction	<i>state aids register receipts</i>	\$ 3,545,288.71
District Municipalities	<i>tax settlement - January payment</i>	26,535,320.72
Bankcard Services (MyLunchMoney.com)	<i>food services credit card receipts (net of fees)</i>	33,298.35
Bankcard Services (Purplepass)	<i>fine arts ticket sales receipts (net of fees)</i>	3,324.97
Bank (Infinite Campus)	<i>district web store receipts (net of fees)</i>	78,146.30
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	45,700.26
HHS	<i>head start grant</i>	227,442.70
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	133,348.54
Total Incoming Wire Transfers		30,601,870.55
January 2025 Deposits to Johnson Bank - All Funds:		
General operating and food services receipts	<i>(excluding credit cards)</i>	304,385.50
TOTAL JANUARY CASH RECEIPTS		\$ 30,906,256.05

CASH DISBURSEMENTS	reference	total
January 2025 Wire Transfers-Out, from Johnson Bank to:		
<i>Payroll & Benefit wires</i>		
Individual Employee Bank Accounts	<i>net payrolls by EFT (net of reversals)</i>	\$ 7,662,282.39
WI Department of Revenue	<i>state payroll taxes</i>	668,656.32
WI Department of Revenue	<i>state wage attachments</i>	4,491.91
IL Department of Revenue	<i>IL state payroll taxes</i>	5,370.39
IRS	<i>federal payroll taxes</i>	2,554,806.85
Delta Dental	<i>dental insurance premiums</i>	203,730.23
Diversified Benefits Services	<i>flexible spending account claims</i>	15,554.98
Employee Trust Funds	<i>wisconsin retirement system</i>	1,647,349.78
NVA	<i>vision insurance premiums</i>	18,084.54
Optum	<i>HSA</i>	331,157.24
Various	<i>TSA payments</i>	298,206.20
<i>Subtotal</i>		<u>13,409,690.83</u>
<i>General Operating Wires</i>		
US Bank	<i>purchasing card payment-individuals</i>	103,073.74 *
Aegis	<i>workers' compensation payment</i>	200,000.00
Kenosha Area Business Alliance	<i>LakeView lease payment</i>	35,329.27
United Healthcare	<i>health insurance premiums</i>	4,240,567.18
Various	<i>returned checks</i>	100.00
<i>Subtotal</i>		<u>4,579,070.19</u>
Total Outgoing Wire Transfers		<u>\$ 17,988,761.02</u>

January 2025 Check Registers - All Funds:		
Net payrolls by paper check	<i>Register# 01001DP, 01002DP</i>	\$ 7,390.01
General operating and food services	<i>Check# 640509 thru Check# 641297 (net of void batches)</i>	3,071,745.81
Total Check Registers		<u>\$ 3,079,135.82</u>
TOTAL JANUARY CASH DISBURSEMENTS		\$ 21,067,896.84

*See attached supplemental report for purchasing card transaction information

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

Billing Cycle Ending January 15, 2025

Merchant Name	Total
PENSKE TRK LSG 567538	\$ 9,034.87
JMB & ASSOCIATES	\$ 4,773.60
RESTAURANTS & CATERING	\$ 4,665.31
HOTEL	\$ 4,664.06
MAXON EQUIPMENT INC.	\$ 4,541.37
(PC) 3654 INTERSTATE	\$ 3,980.74
VYRON CORPORATION	\$ 3,370.08
IN *A BEEP, LLC	\$ 3,052.44
HAJOCA KENOSHA PC354	\$ 3,003.88
IC* INSTACART	\$ 2,414.00
FIRST SUPPLY KENOSHA	\$ 2,388.33
GREENHECK FAN CORP	\$ 2,214.25
GRAINGER	\$ 2,056.33
BUILDING CONTROLS & SOLUT	\$ 1,693.55
SAMSClub.COM	\$ 1,570.81
ZORO TOOLS INC	\$ 1,569.74
MARKS PLUMBING PARTS	\$ 1,554.04
LAMERS BUS LINE	\$ 1,433.10
DEMCO INC	\$ 1,386.49
VEHICLE MAINT. & FUEL	\$ 1,250.05
IN *KAIN ENERGY CORPORATI	\$ 1,225.00
ON TIME TEES	\$ 1,219.32
KENOSHA PUB MUSEUM	\$ 1,150.00
USPS.COM POSTAL STORE	\$ 1,102.65
IN *DOVER FLAG LLC	\$ 1,080.00
MENARDS KENOSHA WI	\$ 1,062.99
CESA #11	\$ 1,000.00
EDGE OF ESCAPE ROOM	\$ 1,000.00
IN *27 PAVAN LLC	\$ 911.00
MUSIC THEATRE INTL	\$ 909.00
SURVEYMONK* T 46292967	\$ 900.00
PROJECT LEAD THE WAY, INC	\$ 843.00
RATH JANUS	\$ 839.15
ECONO SEWER AND DRAIN	\$ 810.00
PRAIRIE SIDE ACE HARDWARE	\$ 799.80
TENUTAS	\$ 799.60
THE MIDWEST CLINIC	\$ 775.00
VACLAND	\$ 752.92
TIMBER-LEE MINISTRIES I	\$ 732.00
LOWES #02560*	\$ 727.12
ULINE *SHIP SUPPLIES	\$ 723.91
JOHNSTONE SUPPLY RACINE	\$ 674.44
KIMBALL MIDWEST PAYEEZY	\$ 642.04
TOWN & COUNTRY GLASS CO.,	\$ 607.90
HOMEDepot.COM	\$ 598.71
SAN-A-CARE	\$ 578.87
HALLMAN LINDSAY PAINTS -	\$ 575.97

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending January 15, 2025

Merchant Name	Total
PBBS EQUIPMENT CORPORA	\$ 570.00
AMAZON RETA* Z57XU21G0	\$ 559.98
4IMPRINT, INC	\$ 531.10
VIKING ELECTRIC-CREDIT DE	\$ 504.51
FLAG CENTER	\$ 495.50
VILLAGE OF PLEASANT PRAI	\$ 480.00
GREEN BAY PACKERS INC	\$ 440.00
HOLLAND SUPPLY INC	\$ 427.26
SIGNWORLD A	\$ 420.00
SAMS CLUB #6331	\$ 406.40
HOBBY LOBBY #350	\$ 404.32
REVERE ELECTRIC SUPPLY CO	\$ 389.77
COSTCO WHSE #1198	\$ 374.71
HALLMAN LINDSAY & OLEA	\$ 368.82
WM SUPERCENTER #1167	\$ 363.71
WI ASSOCIATION OF SCHO	\$ 350.00
WHS* WIHISTSOCTICKETIN	\$ 340.00
CHICAGO BOOKS & JOURNALS	\$ 315.94
PRO TUFF DECALS	\$ 308.00
MAXISHARE	\$ 300.00
SP OVERTURE CENTER	\$ 300.00
MAILCHIMP *MISC	\$ 300.00
DAY-OFF.APP	\$ 299.00
AMAZON MKTPL*Z97XU8HN0	\$ 293.24
WALMART.COM 8009256278	\$ 282.88
FIELDPRINT, INC.	\$ 266.75
TICKETSTAR ONLINE	\$ 255.00
SP NINJA TRANSFERS DTF	\$ 252.14
AMAZON RETA* ZD5LR62T1	\$ 249.99
WAL-MART #1167	\$ 241.08
TRANSPORT REFRIGERATION	\$ 235.12
BALLASTSHOP	\$ 229.75
AMAZON MKTPL*Z943L7QK2	\$ 229.20
HYDRO-FLO PRODUCTS INC	\$ 228.50
SHERWIN-WILLIAMS703481	\$ 214.38
WEST MUSIC CATALOG	\$ 198.09
BAND SHOPPE	\$ 185.12
AMAZON RETA* Z94A522J2	\$ 179.70
SUPPLYHOUSE.COM	\$ 175.73
L & S ELECTRIC, INC.	\$ 175.10
HERITAGEASIANART.ORG	\$ 175.00
SCHOOL HEALTH CORP	\$ 171.08
DESIGN AIR	\$ 166.90
AMAZON MKTPL*Z55SP2EH0	\$ 161.96
PLANK ROAD PUBLISHING IN	\$ 160.88
ACT*KENOSHA YMCA	\$ 160.00
CHEER ORDERS WAREHOUSE	\$ 156.03

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending January 15, 2025

Merchant Name	Total
AMAZON MKTPL*ZD6JN2NL0	\$ 155.92
BRODER BROS., CO	\$ 151.63
DOLLAR TREE	\$ 150.38
BEST BUY 00011916	\$ 149.97
FTD* JUST FLOWERS	\$ 143.97
BATTERIES PLUS #0561	\$ 136.90
AMAZON MKTPL*ZP9EN8861	\$ 133.99
SPECTRUM	\$ 133.37
CAMPING WORLD RV SALES	\$ 131.55
SAMSClub #6331	\$ 126.96
WRISTCO	\$ 126.60
AMAZON MKTPL*ZP7NS3RM0	\$ 123.35
AMAZON RETA* Z50WM2IH2	\$ 117.06
AATSP	\$ 115.00
AMAZON RETA* ZD74116G0	\$ 114.95
AMAZON MKTPL*Z548R9IG2	\$ 114.00
AMAZON MKTPL*Z51N75480	\$ 108.92
BLAIN'S FARM & FLEET	\$ 106.99
SCOREFLIPPERS	\$ 100.00
FASTENAL COMPANY 01WIKEN	\$ 98.13
HIGHWAY C SERVICE INC	\$ 91.74
AMAZON RETA* ZD25U9431	\$ 87.63
APPLE.COM/BILL	\$ 84.39
PAPERTRUE	\$ 80.00
HALOGEN SUPPLY COMPANY IN	\$ 77.79
SULPHUR GROVE TOOL, LL	\$ 74.60
MICHAELS #9490	\$ 73.84
DSW REGENCY POINT SHOPPIN	\$ 73.49
USPS PO 5642800260	\$ 73.00
AMAZON MKTPL*Z598Z6RU2	\$ 68.09
AMAZON.COM*Z17QN27H1	\$ 65.44
SP CYBERDATA STORE	\$ 64.19
AMAZON MKTPL*ZD83Z5822	\$ 60.39
WAL-MART #2668	\$ 60.26
DOMAINPEOPLE/NETNATION	\$ 60.00
VIKING ELECTRIC-MILWAUKEE	\$ 59.17
SAMS CLUB#6331	\$ 56.84
AMAZON MKTPL*ZG04E84T2	\$ 56.71
CROWN TROPHY	\$ 56.34
AMAZON MKTPL*ZD72A86Q2	\$ 54.99
WALGREENS #9605	\$ 54.44
IMAGESTUFF.COM	\$ 53.00
IMSE	\$ 52.75
WASC	\$ 50.00
LIBRARYWORKS/MODLIBAWD	\$ 49.00
AMAZON MKTPL*ZD26E6WF2	\$ 48.36
VIKING ELECTRIC - KENOSHA	\$ 48.30

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending January 15, 2025

Merchant Name	Total
NATL CCL TEACHERS OF MAT	\$ 48.27
AMAZON RETA* Z90TA9OT0	\$ 48.22
TARGET 00022517	\$ 40.26
OPENAI *CHATGPT SUBSCR	\$ 40.00
FARM & FLEET STURTEVANT	\$ 39.99
AMZN MKTP US*Z53B92ZN0	\$ 39.60
SMK*WUFOO.COM CHARGE	\$ 39.00
AMZN MKTP US*ZG2PU2302	\$ 35.48
CHESTER ELECTRONIC SUPPLY	\$ 34.97
AMZN MKTP US*ZP02W7BT0	\$ 34.31
AMZN MKTP US*ZG47O7NN2	\$ 33.84
AMAZON MKTPL*ZD1B01XJ1	\$ 32.97
SP DESKBOARD BUDDY	\$ 32.97
OFFICEMAX/DEPOT 6358	\$ 32.69
DOLLAR TREE, INC.	\$ 31.65
ADOBE INC.	\$ 31.64
AMAZON MKTPL*Z92PN76H2	\$ 30.96
AMAZON MKTPL*Z97504IN2	\$ 29.99
AMZN MKTP US*ZD2HS2TJ1	\$ 26.80
TARGET.COM	\$ 23.60
AMAZON MKTPL*ZD78C6VH1	\$ 23.26
WAL-MART #1394	\$ 23.16
ADOBE *ADOBE	\$ 21.09
AMAZON PRIME*ZE0S266Z2	\$ 14.99
GOOGLE *YOUTUBEPREMIUM	\$ 14.76
WAL-MART #3893	\$ 14.20
AMAZON MKTPL*ZP2YG8970	\$ 13.68
PICK N SAVE #871	\$ 8.93
JTF ATLANTA ONLINE	\$ 8.00
US Bank Purchasing Card Payment - Individuals	\$ 103,073.74

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 25, 2025

Administrative Recommendation

It is recommended that the January 2025 cash receipt deposits totaling \$304,385.50, and cash receipt wire transfers-in totaling \$30,601,870.55, be approved.

Check numbers 640509 through 641297 (net of voided batches) totaling \$3,071,745.81, and general operating wire transfers-out totaling \$4,579,070.19, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the January 2025 net payroll and benefit EFT batches totaling \$13,409,690.83, and net payroll check batches totaling \$7,390.01, be approved.

Dr. Jeffrey Weiss
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa M. Salo, CPA
Accounting Manager

Kenosha Unified School District

Kenosha, Wisconsin

February 25, 2025

POLICY 6311-DISTRICT READING GOALS AND EARLY LITERACY PROGRAM

Currently, Kenosha Unified School District does not have a District Reading Goals and Early Literacy Program policy. Creation of this policy addresses requirements found in State of Wisconsin Assembly Bill 321, 2023 Act 20 related to formal district reading goals, annual evaluations of the reading curriculum, student reading readiness assessments, and a district early literacy remediation plan.

The proposed School Board Policy 6311 is based upon:

State of Wisconsin Assembly Bill 321, 2023 Wisconsin Act 20
WASB Policy Resource Guide

- A mandate to develop a program of reading goals for the district for grades kindergarten to 12. See section 118.015(4)(a).
- A mandate to assess existing reading needs in grades kindergarten to 12 in the district based on the reading goals. See section 118.015(4)(b).
- A mandate to make an annual evaluation of the reading curriculum of the school district. See section 118.015(4)(c).
- A mandate to implement a new, comprehensive program of student assessment, intervention, and monitoring in connection with the curricula and instruction that a district provides for early literacy, focused primarily on four-year-old kindergarten through grade 3. See section 118.016.
- A mandate to establish an early literacy remediation plan for grades 5-year-old kindergarten to 3. See section 118.016(6). The plan must be posted on the school district website. See section 118.016(4)(d).

Recommendation

Administration recommends that the Board of Education approve Policy 6311 District Reading Goals and Early Literacy Program as a second reading at the regular School Board meeting on February 25, 2025.

Dr. Jeffery Weiss
Superintendent of Schools

Mrs. Wendy Tindall
Chief Academic Officer

Mary Hoover
Coordinator of English Language Arts Elementary

Che Kearby
Coordinator of English Language Arts Secondary

POLICY 6311

DISTRICT READING GOALS AND EARLY LITERACY PROGRAM

A critical overall objective for the District’s reading program—through the District’s educational programs, curricula, instructional methods, intervention strategies, and professional development activities—is to enable the District’s educators to provide effective instruction in reading and literacy for all students, including providing timely and appropriate learning assistance to any student who may be experiencing difficulty with reading and related literacy skills.

District Reading Goals

The District shall maintain reading goals for kindergarten to grade 12. Any changes to the District’s reading goals shall be approved by the Board.

1. Upon a request made by the Board or at any other time that the District administrator determines that it would be beneficial or prudent for the District to revisit its existing goals, the District administrator shall propose specific amendments to the District’s reading goals for the Board’s consideration.
2. In developing a proposal to maintain or modify specific District reading goals, the District administrator or a designee shall solicit input from the District Guiding Coalition and the District English language coordinators.
3. Following approval by the Board, the District’s current reading goals shall be a component of the District’s annual evaluation of the reading curriculum and the District’s regular and ongoing assessment of reading-related needs across all instructional levels.

Annual Evaluation of the Reading Curriculum

The District administrator shall ensure that the District completes an annual evaluation of the District’s reading curriculum using a process that includes the direct involvement of the District English language arts coordinators.

1. Ensure that a written executive summary of the results of the annual evaluation is prepared.
2. Ensure that the executive summary is provided to the members of the School Board.

At the discretion of the District administrator or if scheduled as an agenda item by the Board president or upon a specific agenda decision made by the Board, the District administrator shall make appropriate arrangements for the Board to consider the results of the annual curriculum evaluation at a Board meeting.

POLICY 6311
DISTRICT READING GOALS AND EARLY LITERACY PROGRAM
Page 2

State-Mandated Early Literacy Reading Readiness Assessments

The District administrator or a designee who is licensed either as a reading specialist or as an administrator with curricular and instructional responsibilities shall determine the annual dates (or date ranges) during which the District will administer the early reading screening assessments required by state law and establish procedures to facilitate and monitor the timely administration and scoring of the screening assessments and, as applicable, any state-mandated reading diagnostic assessments. All District-selected dates for the administration of reading readiness assessments must meet the timing parameters found in state law.

The references to state-mandated reading readiness assessments in this policy should not be interpreted to prohibit the use or administration of additional assessments, evaluations, or diagnostic resources that are intended to facilitate the District's compliance with its obligations to identify, diagnose, provide interventions/services, and monitor the progress of students who are experiencing difficulty with reading.

Early Literacy Remediation Plan

The District will maintain a written, Board-approved Early Literacy Remediation Plan, which shall be developed under the oversight of the District administrator. The District administrator shall ensure that at least one licensed reading specialist or other licensed administrator who has direct professional training in the measurement of students' reading skills and the diagnosis of reading difficulties is directly involved in formulating the substantive content of the plan, including any future substantive amendments. Board approval of substantive plan amendments is required.

LEGAL REF.: Wisconsin Statutes

- 118.015—Reading instruction, early literacy curricula and instructional materials, district reading goals, and annual reading curriculum evaluation**
- 118.016—Reading readiness assessments and interventions, mandatory early literacy remediation plan**
- 118.30(1g)(a)1—Board adoption of academic standards (including in reading)**
- 121.02(1)(c)—School district standards, remedial reading and interventions**
- 121.02(1)(k)—School district standards, curriculum plans**
- 121.02(1)(4)—School district standards, annual third grade standardized reading test**

POLICY 6311
DISTRICT READING GOALS AND EARLY LITERACY PROGRAM
Page 3

CROSS REFERENCE:

- 6100 – Mission, Vision, Core Values and Strategic Goals
- 6320 – Instructional Program Adoption, Implementation and Review
- 6300 – Curriculum Development and Improvement
- 6310 – Elementary School Curriculum
- 6425 – Multilingual Learners
- 6427 – Individual and Remedial Services
- 6452 – Student Progress Reporting
- 6460 – Testing/Assessment
- 6610 – Selection of Instructional Materials

ADMINISTRATIVE REGULATIONS: PI 8.01(2)(c)—School district standards, remedial reading and interventions
PI 8.01(2)(k)—Curriculum plan requirements for school districts

AFFIRMED: February 25, 2025

REVISED:

Kenosha Unified School District
Kenosha, Wisconsin

February 25, 2025

Policy 8712 - School Board Meeting Agenda Preparation and Dissemination

A revision to Policy 8712 - School Board Meeting Agenda Preparation and Dissemination was requested by board member, Mr. Robert Tierney. The change involved reducing the number of board members required to add an agenda item to a board meeting from four to three board members. The policy revision was approved as a first reading at the November 19, 2024, board meeting. (See Attachment 1)

At the December 10, 2024, board meeting, the policy was on the agenda for approval as a second reading. Board members expressed some concerns and a vote was made and passed to refer the policy to the Personnel Committee of review/input.

Prior to the February 11, 2025, Personnel Committee meeting, the following additional policy revisions were made to the policy in an attempt to address the concerns expressed at the December 10 meeting:

- “May” was changed to “shall” and “or vote of the Board” was removed in regards to the process on how to get an agenda item could be added to an agenda.
- The following sentence was added: “No more than two agenda items per meeting may be placed on an agenda using this process.” (See Attachment 2)

The Personnel Committee reviewed the proposed revisions to Policy 8712 – School Board Meeting Agenda and Dissemination and recommended the following revision:

- Change “from three of seven board members” to “from three or more of seven board members”.

The additional revision suggested by the Personnel Committee has incorporated into the policy revisions being brought forward this evening for a second reading. (See Attachment 3)

Recommendation:

It is recommended that Board of Education approve the proposed revisions to Policy 8712 – School Board Meeting Agenda Preparation and Dissemination as a second reading as set forth in Attachment 3.

Mary Modder
School Board President

Dr. Jeffrey Weiss
Superintendent of Schools

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POLICY 8712

SCHOOL BOARD MEETING AGENDA PREPARATION AND DISSEMINATION

The agenda shall be prepared by the Superintendent of Schools under the direction of the Board President. Except as otherwise specifically provided by Board policy or rule, the Board President may require a ~~majority~~ written request **from three of seven board members** or vote of the Board prior to granting agenda requests by individual Board members.

Insofar as possible, advance information and recommendations on matters requiring action shall be supplied to all Board members for study 48 hours before the meeting.

Complete agenda packets for regular Board meetings shall be distributed to each Board member, emailed to local media contacts, and posted on the District's website. A copy of the complete meeting agenda shall be available for public inspection prior to the meeting in the Superintendent of School's office at the Educational Support Center (ESC) and each school's main office.. Individuals may request a copy of the full agenda packet from the Superintendent's Office up to 48 hours prior to the meeting to be picked up from the Board Secretary at the ESC.

LEGAL REF.: Wisconsin Statutes

Section 19.83 [Meetings of governmental bodies]

Section 19.84 [Public notice of subject matter of board meeting]

CROSS REF.: 8710, Regular School Board Meetings
8720, Special School Board Meetings

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: May 25, 1993 and June 8, 1993

REVISED: November 11, 1999
March 28, 2000
July 10, 2001
November 13, 2001
June 25, 2002
June 24, 2003
December 14, 2010
February 24, 2014
February 24, 2015
August 27, 2019
January 26, 2021
October 26, 2021
January 24, 2023
June 25, 2024

RULE 8712

SCHOOL BOARD MEETING AGENDA PREPARATION AND DISSEMINATION

The regular School Board meeting agenda shall normally provide for the following order of business:

- Pledge of Allegiance
- Roll Call of Members
- Awards
- Introduction, Welcome, and Comments by Student Ambassador
- Superintendent's Report
- Legislative Report
- Views and Comments by the Public
- Remarks by the President
- Administrative and Supervisory Appointments
- Consent Agenda
- Approval of Minutes of Previous Meeting(s)
- Approval of Lists of Bills
- Old Business
- New Business
- Announcements/Updates by Board members (2-minute limit per member)
 - Per Policy 8710, comments in response to public comments are allowable only if the topic was included in the original notice of the meeting.
- Other Business as Permitted by Law
- Tentative Schedule of Reports and Legal Deadlines for Board
- Predetermined Time and Date of Adjourned Meeting, If Necessary
- Adjournment

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Attachment 3
Policy revision being presented for second reading.
Includes suggestion from Personnel Committee.

Kenosha Unified School District No. 1
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

POLICY 8712

SCHOOL BOARD MEETING AGENDA PREPARATION AND DISSEMINATION

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**Kenosha Unified School District
Kenosha, Wisconsin**

February 25, 2025

HEAD START SEMI ANNUAL REPORT

The purpose of this report is to ensure community and School Board awareness of the progress of the Kenosha Unified Head Start Program. This is an informational report provided every six months. Head Start is defined as a program that works with the most identified at-risk three and four year-old students and their families.

The Head Start Program has the capacity to serve 389 enrolled students. 330 of these students are funded through the Federal Head Start Grant and 59 are funded through the State Head Start Supplemental Grant.

All Head Start programs are structured through a common framework with the following components: Program Design and Management, Family and Community Partnership, and Early Childhood Development and Health Services. This report will summarize activities in each of these components from July 1, 2024 through December 31, 2024.

Program Design and Management

The program design and management component of Head Start ensures strong, effective organizational management for the program. Activities over the past six months include:

- **Sites and Services**

Head Start enrollment is capped at 389 students. Head Start is provided at the following locations for the 2024-2025 school year (see chart below). There are a total of 17 classrooms and a total of 25 sessions that enroll Head Start students at eight different sites.

Head Start Locations		
Double Sessions	Full Day	Half Day AM/PM
Bose Elementary School	1 classroom	
Brass Community School	1 classroom	1 classroom/2 sessions
Cesar Chavez Learning Station	6 classrooms	1 classroom/2 sessions
Curtis Strange Elementary School		2 classrooms/4 sessions
Kenosha School of Language		1 classroom/2 sessions
Frank Elementary School	1 classroom	1 classroom/2 sessions
Grewenow Elementary School		2 classroom/4 sessions
Totals	9 classrooms	8 classrooms/16 sessions

- **Enrollment**

Head Start enrollment as of December 31, 2024 was 351 students, which meets the federal enrollment requirement of 330 for this year. An additional 21 students are enrolled under the state Head Start supplemental grant. As of January 1, 2025, 56 students (16% of total Head Start enrollment) were on the waiting list for a classroom. At this time, there are no remaining openings for Head Start students in the current Head Start designated classrooms. Per KUSD Head Start policy, the program prioritizes enrollment of four-year-olds in the Head Start program to better prepare students for kindergarten, but the level of need must also be considered based on the approved KUSD Enrollment Criteria framework. Of KUSD's Head Start students, there are 248 four-year-olds and 103 three-year-olds. There are 172 students enrolled in full-day sessions and 179 enrolled in half-day sessions. Head Start Performance Standards require at least 45% of federally funded Head Start students to be enrolled in full-day programming. There are 137 four-year-olds and 35 three-year-olds enrolled in full-day sessions, which is 49% of our total Head Start enrollment and 52% of federally funded enrollment. There are 111 four-year-olds and 68 three-year-olds enrolled in half-day sessions.

From June 1, 2024 to December 31, 2024, 14 students were withdrawn from the KUSD Head Start program. Of those 14 students, five students moved outside of the service area, three students were not able to continue due to conflicts with transportation or scheduling, and six left due to undisclosed parent choice.

Many parents of students enrolled in our part-day program have expressed an interest in enrolling in the full-day program upon availability. We quickly fill vacated spots in our full-day program by prioritizing students with the highest need. At times, we are able to offer full-day spots to students currently enrolled in half-day classes if the need is particularly high for that family and a spot opens up due to a withdrawal. When students withdraw from our full-day program, we prioritize students from the waiting list who are experiencing homelessness or in foster care and have already enrolled part-day Head Start students to fill those slots. Staff continue to reach out and promote the program in the community. Many enrollments come from word-of-mouth referrals from past participants, partnerships with KAC Early Head Start Birth to Three programs, and referrals from other community agencies such as the Department of Children and Families.

- **Management and Grant Management/Monitoring**

Head Start Policy Council (HSPC) held elections for new Policy Council representatives on October 21, 2024. The new Head Start hire and staff roster was shared and approved by the HSPC on October 21, 2024. All Policy Council members received training in the roles and responsibilities of the KUSD HSPC in program governance on September 16, 2024. The 2024-2025 KUSD Enrollment Selection Criteria and the 2024-2025 Family Partnership Agreements were reviewed and formally adopted by the HSPC on October 21, 2025. Review and adoption of the 2024-2025 Appropriate Supervision of Children protocol was reviewed and discussed, and council members were provided with introductory training in the Active Supervision protocol with specific reference to KUSD Head Start Policy 1302.47-Safety Practices.

Per the Head Start Final Rule, the KUSD management team and Policy Council began updating the required KUSD Head Start Policies to support the revised Head Start Federal Performance Standards. This long-term project will span the next seven years according to the timeline set by Head Start federal guidelines. All KUSD Head Start policy revisions/amendments will be reviewed and approved by the KUSD HSPC and the KUSD School Board per KUSD Head Start Policy 1301.2(b)-Governing Body Duties and Responsibilities.

2024-2025 is the second year of the five-year KUSD Head Start grant, and as is customary, FA2 Federal on-site monitoring is expected to occur sometime this school year or during the 2025-2026 school year. This monitoring will include federal CLASS observations to determine the quality of teacher/student interactions within the classrooms. Likewise, the CLASS observations will be done in person or through video submissions, and will be randomized by the Head Start monitoring team. In anticipation of this monitoring, four members of the Head Start management team, including the director, completed CLASS Reliability training in October. Three of the team members, including the director, passed the CLASS Reliability assessment and are preparing to begin systematic classroom observations throughout the KUSD Head Start program to best inform targeted instructional coaching and professional learning in the areas of Instructional Support and teacher/student interactions.

The 2023-2028 grant has two principal focus goals:

- Increase the social-emotional competence of students to ensure success in kindergarten.
- Partner with families to ensure they have the knowledge and skills to be advocates for their children's education.

Pyramid Model initial and ongoing training continues to be the KUSD Head Start focus strategy to prepare Head Start teachers to best meet the goal of increasing student's social-emotional competence to ensure success in kindergarten. Chavez Learning Station is recognized as a Pyramid Model Implementation Site for the state of Wisconsin, and serves as a model of full and effective implementation of the Pyramid Model framework and strategies. The Pyramid Model framework and strategies are systematically shared with families throughout the school year in various modalities to best support them in gaining the knowledge and skills to become effective advocates for their children's education.

Additionally, the KUSD Head Start management team reviewed ERSEA data, Family Services data, and Health Data and is currently preparing the 2024-2025 Community Assessment update to be presented to the HSPC and KUSD School Board to inform recommendations for next year's Head Start programming.

Family and Community Partnerships

The family and community partnership component of Head Start focuses on strengthening families through connecting school and home, and strengthening community awareness, collaboration, and outreach. Key activities for this report include:

- **Family Partnerships**

Strong partnerships with families contribute to positive and lasting change for families and students. Of our current families, 100% have a family partnership agreement with Head Start and 90% have completed a Family Outcomes Assessment, which guides each family to choose a goal from one of the categories listed below:

- Family well-being
- Positive parent-child relationships
- Families as lifelong educators
- Families as learners
- Family engagement in transition
- Family connections to peers and community
- Families as advocates and leaders

According to the data provided by the Family Outcomes Assessment completed by the Head Start families, an area of low need is in family well-being. This category, a strength for most of our families, focuses on housing, safety, health, basic needs, financial security, mental health, and transportation. Additionally, many families encourage speaking their primary/native language in their homes. There is also a very high number of families who read to their children every or mostly every day.

The area of highest need is for families to be advocates and leaders. This category, our greatest area of concern, focuses on how the families engage in program activities through school or other community organizations. Through the Head Start Policy Council and Parent Committee, we work with parents to strengthen their leadership skills and abilities and assist them in the home, school, and community. Family Service Providers work with all Head Start families to guide them in reaching their desired goals.

- **Providing Family Support**

Family Advocates, family service providers, work to develop relationships with Head Start parents to support their physical, social, and educational needs. Spanish-speaking family service providers have supported families by providing translation/ support for home visits, newsletters, parenting programs, and parent-teacher conferences. These activities promote the Head Start foundational belief that students are most successful when parents participate in their education.

- Twelve Head Start families received referrals for holiday food programs in the month of December. Unfortunately there was a decrease in availability of programs that offered food and/or holiday meals this year.
- Head Start families were referred for programs that provided clothes, toys, and gift cards in the month of December. Twenty seven families with a total of 117 family members were referred to the Santa in a Shoebox program. Seventy two families were referred to ELCA Outreach Center for holiday assistance and nine

families with a total of 64 family members were referred to the Giving Circle. The Giving Circle provides clothes, toys, and grocery gift cards to assist families during the holidays.

- All Head Start families received information and/or assistance in registering for the Winter Wraps and/or Holiday House Program. This process was started at the Chavez Meet and Greet in September with program representatives present to complete in person registration. Family Service providers continued to share information and assist in registering families until program registration deadlines.
- Referrals and transportation assistance have also been provided for ELCA Outreach Services, Professional Services Network, Kenosha Human Development Services, Housing Assistance, UMOS, Salvation Army, St. Marks, St. Vincent, Women and Children's Horizons, and Goodwill Industries. In addition, medical, vision, and dental needs have been referred to the Kenosha County Health Department and the Kenosha Community Health Center.

Our Head Start families benefited from the support and generosity of several community agencies and programs during December 2024. St. Therese Catholic Church, St. Mary Giving Circle, Feed 100 Families Food Drive, Santa in a Shoebox, Holiday House/Winter Wraps, and the Westosha Central High School students provided assistance to our families in various ways.

At this time, the data shows that we have 139 two-parent families and 192 single-parent families. Data also shows that 239 Head Start families report that at least one parent is employed. Forty-one parents are participating in job training and/or are currently working on some kind of a post-high school degree. At this point of the school year, 37 Head Start families have reported that they are experiencing homelessness, with 14 of these families having already secured housing. It is exciting to report that 99 fathers participated in student conferences and home visits, 11 fathers participated in family assessments, and 17 fathers helped in their family's goal setting. Additionally, three fathers serve on the Head Start Policy Council (HSPC).

Early Childhood Development and Health Services

Early Childhood Development and Health Services are designed to ensure that every Head Start child is healthy and receives a quality educational experience that is reflective of best practice. Activities for the past six months include:

- **Health Services**

Head Start performance standards require that students are up to date for health requirements, including a physical exam, dental exam, lead test and immunizations. Students accepted into the program and who have not met the health requirements receive support from the Head Start Family Service Providers to schedule their necessary appointments. A challenge is to ensure that students receive an updated annual exam if their previous exams are over one year old. Another challenge is getting the documentation of the health exams from the medical/dental clinics. Information received on the student's registration and health exams is used to determine if an emergency health plan is necessary to ensure a student's safety while at school.

Head Start partners with Kenosha Community Health Center to provide dental care to our young students through the Seal A Smile program. The Seal-A-Smile program offers dental exams and cleaning in the school setting. This partnership has helped the program to increase compliance with dental requirements. However, this has increased the awareness of the number of students needing dental treatment. This increase has proven to be a challenge because of the limited number of pediatric dentists in the community. In addition, Head Start collaborates with Carthage College, Gateway, and Workforce Solutions providing the locations to complete required practicums and training for future employment. The Carthage student nurses have completed blood pressure and growth assessments for students who have not seen a doctor recently. Partnering with Kenosha Community Health, the KUSD Head Start program has hosted two on-site lead clinics, identifying multiple elevated lead cases and receiving appropriate follow-up and/or intervention.

Health data from the 2024-2025 school year indicates:

- By December 31, 2024, 66% of Head Start students had updated physical exams on record, as compared to 58% in 2023-2024, and 31% in 2022-2023 at the same time.
- 83% of students had current dental exams, up from 66% last year, and 48% in 2022-2023 school year.
- 96% of students are currently up to date with required immunizations. This is an increase of 6% from last year.
- 92% of students have had lead tests, up from 73% last year.
- 93% of students have received growth assessments, increased from 79% in 2023-2024.
- 17 Head Start students district wide have emergency health plans on file.

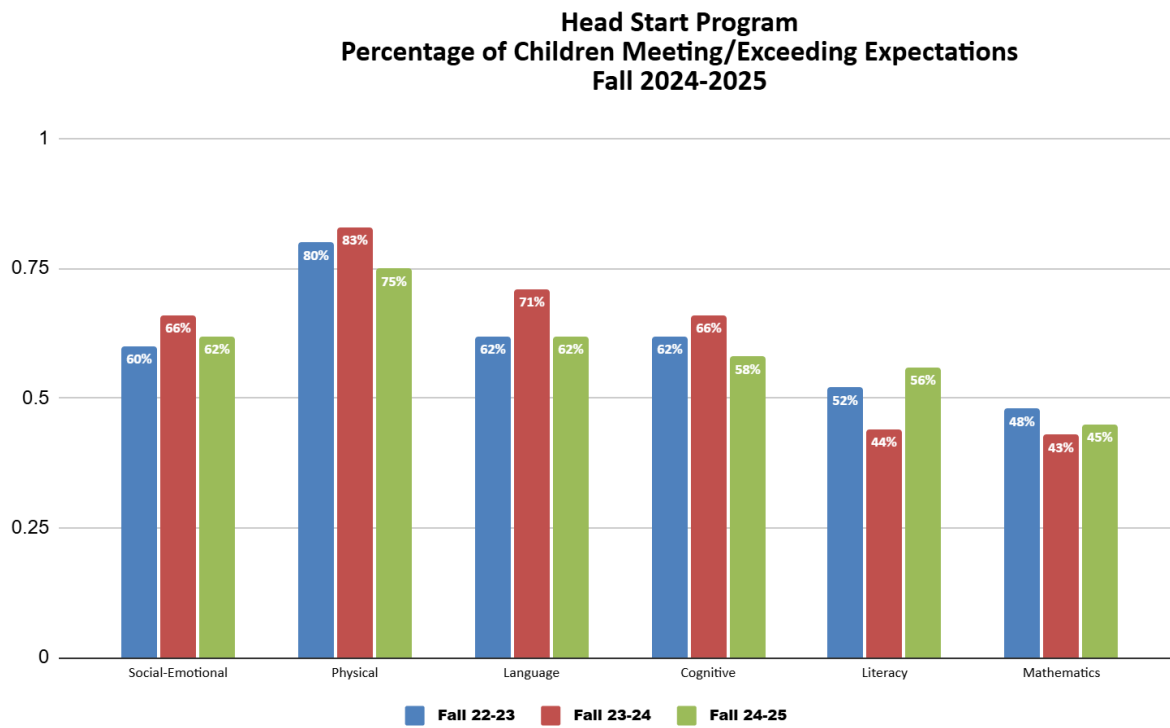
As challenging as it can currently be for any Kenosha family to find and establish pediatric medical and dental homes, 94% of our Head Start students have medical homes, up from 90% in 23-24, and 80% have established dental homes, also an increase from 77% last year. Management team systems were updated this year to include the Family Service providers, now referred to as Family Advocates, as the main support for families in obtaining the medical and dental resources they need.

Head Start has partnered with the University of Wisconsin Extension to provide nutrition classes for students. During these classes, students are provided with healthy snack options and nutrition information. Our Head Start nurse also works with families to connect them with both health care providers and health information to address overweight and obesity concerns with the students.

- **Student Achievement**

The Kenosha Unified Head Start Program reports student progress three times per year using Teaching Strategies GOLD™. The fall 2024-2025 report for 353 students is summarized below. As evidenced by the graph below, the first reporting data indicates that students are achieving higher than last year in literacy and math. Students are achieving lower than last year in the areas of social, emotional, physical, language, and

cognitive development. Continuing the trend from last year, physical development is the highest area of achievement for Fall.



Head Start School Readiness Goals

During each five-year grant period, the Kenosha Unified Head Start Program is required to write school readiness goals in the five domains of development described in the Head Start Early Learning Outcome Framework. Below is a summary of progress on 2024-2025 Head Start School Readiness Goals for fall 2024:

- Approaches to Learning**
 Students will demonstrate initiative, independence, interest, and curiosity in interactions with others and exploration of objects and people in their environment. (ELOF Goal: P-ATL10, 11). **Fall, 2024-2025 report:** Currently, 68% of students are at meeting/exceeding expectations for this goal.
- Social and Emotional Development**
 Students will engage in and maintain positive peer relationships and interactions including cooperation and resolving conflicts. (ELOF Goal: P-SE 3,4,5). **Fall, 2024-2025 report:** Currently, 69% of students are meeting/exceeding expectations for this goal.

- **Language and Literacy**
Students will demonstrate understanding of narrative structure and information from the content. s(ELOF Goal: P-LC 3, 4, 5). **Fall, 2024-2025 report:** Currently, 71% of students are meeting/exceeding expectations for this goal.
- **Cognition**
Students will identify, describe, compare, and compose shapes. (ELOF Goal: P-MATH 9,10). **Fall, 2024-2025 report:** Currently, 47% of students are meeting/exceeding expectations for this goal.
- **Perceptual, Motor, and Physical Development**
Students will demonstrate use of small muscles for purposes such as using utensils, self-care, building, writing, and manipulation (ELOF Goal: P-PMP3). **Fall, 2024-2025 report:** Currently, 82% of students are meeting/exceeding expectations for this goal.

Dr. Jeffrey Weiss
Superintendent of Schools

William Haithcock
Chief of School Leadership

Michelle Santelli
Regional Coordinator

Rhonda Lopez
Principal of Chavez/Head Start Director

**Kenosha Unified School District
Kenosha, Wisconsin**

February 25, 2025

HEAD START FEDERAL GRANT BUDGET REVISION REQUEST

Grant Title

Federal Head Start Grant

Funding Source

U.S. Department of Health and Human Services
Administration for Children and Families

Grant Time Period

July 1, 2024 to June 30, 2025

Number of Students Served

330 eligible Head Start Students

Background:

The Kenosha Unified School District Head Start Program provides comprehensive services in health, education, social/emotional development, and parent involvement for low-income preschool students and their families. Likewise, the Head Start approach fosters a connection with schools that aligns with the district's plan using readiness objectives. This ensures that families have the resources and knowledge to support their children's development, that students are healthy enough to learn, and that high-quality instruction is delivered to them. The current 2024-2025 approved grant services 330 high-risk students who will be three or four years of age on or before September 1 of the grant school year. Funds are utilized to serve the students and their families in all program component areas as required in the Head Start Act and through the Head Start Performance Standards.

Yet, the indirect cost rate for state and federal grants decreased from 8.27% in the original Federal Head Start application submitted on April 1, 2024 to 5.20% because, at the time of the application, fiscal year 2024-2025 indirect cost rates had not been determined. As a result, a budget amendment and approval from the KUSD Board of Education is necessary to reclassify \$82,310 from indirect costs to salaries and fringe benefits for an approved 1.0 FTE educational support personnel Head Start position. The budget assumption (Attachment A) allows for the reclassification of \$82,310 from indirect costs to salaries and fringe benefits to hire a 1.0 FTE educational support personnel Head Start position. The total amount of the 2024-2025 Federal Head Start Grant does not change. The Head Start Federal Grant revision will provide funding for staffing (educational support personnel) to serve 330 students within the Head Start Performance Standards and Head Start Act.

Approval from the KUSD Board of Education is requested to submit and implement a budget revision to the Head Start Federal Grant for the 2024-25 school year. The amount of this revision is \$82,310. The grant is designed to fund the operating costs of the Kenosha Unified School District Head Start Program.

Head Start Management Team Recommendations

It is recommended to add 1.0 FTE for an Informational Health Services ESP to manage attendance notifications, immunization records, verification of Head Start required health and dental documentation and address health needs of students when the contracted school nurse is not present.

Addition of Positions			
FTE	Classification	Position	Location
1.0	ESP	Information Health Services	Chavez

Administrative Recommendation

Administration recommends that the KUSD School Board approve to submit and implement the proposed budget revision to the 2024-25 Head Start Federal Grant in the amount of \$82,310.

Dr. Jeffery Weiss
Superintendent of Schools

Mr. William Haithcock
Chief of School Leadership

Ms. Michelle Santelli
Regional Coordinator

Ms. Rhonda Lopez
Principal of Chavez

**BUDGET ASSUMPTION SUMMARY - EXPENDITURE**

Title:	Federal Head Start Grant	Budget Year:	2025
Department:	871- Head Start	Budget Manager:	Rhonda Lopez

REQUEST

The indirect cost rate for state and federal grants decreased from 8.27% in the original Federal Head Start application to 5.20% because at the time of the application, fiscal year 2024-2025 indirect cost rates had not been determined. As a result, a budget amendment to reclass \$82,310 from indirect costs to salaries and fringe benefits for an approved 1.0 FTE Educational Support Personnel Head Start position.

RATIONALE/ INSTRUCTIONAL FOCUS

This grant serves the academic social/emotional and health needs of low-income three and four year old students and their families. Students who qualify must reside within KUSD boundaries. Providing these students a base of strong academic skills, self-esteem, and a love of learning will lead to stronger attendance, academic performance, and higher graduation rates. The focus of this grant is to increase salaries and benefits for Head Start employees.

IMPACT

The budget assumption below reclasses \$82,310 from indirect costs to salaries and fringe benefits to hire a 1.0 FTE Educational Support Personnel Head Start Position. The total amount of the Federal Head Start Grant does not change. The Head Start Federal grant revision will provide funding for staffing (educational support personnel) to serve 330 students within the requirements of the Head Start Performance Standards and Head Start Act

BUDGET ASSUMPTION

Object Level	Descriptive	Amount
100's	Salaries	\$49,386
200's	Fringes	\$32,924
300's	Purchased Services	\$0
400's	Non-Capital Objects	\$0
500's	Capital Objects	\$0
800's	Indirect Cost	\$(82,310)
	TOTAL*	\$ 0.00

Is this a ☒ One-time or ☐ Recurring expenditure?

FUNDING SOURCES

Federal Head Start Grant Award #05CH012298-02-00

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KENOSHA UNIFIED SCHOOL DISTRICT

February 25, 2025

FOUR-YEAR GRADUATION RATE – COHORT ANALYSIS *(School Year 2023-24 – Graduation Class of 2024)*

INTRODUCTION

The “Four Year Graduation Rate – Cohort Analysis” report is a comprehensive examination of the graduation rates of the Kenosha Unified School District (KUSD) for the Graduation Class of 2024. This is the annual graduation report to the Kenosha Unified School Board as it examines each graduation class in terms of a “static” graduation rate, referred to as “Base Cohort”. All KUSD students who enter grade nine are tracked until the end of their class’s designated graduation cycle (four years later) and beyond for the respective reporting years. No allowance is made for any students who enter that class as it progresses from the ninth grade until the twelfth grade and its eventual graduation. For example, first-time ninth graders who are in attendance on the Official Third Friday Count Day during School Year 2020-21 are tracked with respect to their educational progress until the end of summer school in August 2024. Therefore, the ninth graders of School Year 2020-21 become the Graduation Cohort Class of 2024 (School Year 2023-24). Additionally, this report also examines the graduation rates in terms of progress made during the three years beyond a designated graduation year, that is, the five-year rate of the Graduation Class of 2023 and seven-year rate of the Graduation Class of 2019. This process aligns to both the Wisconsin state statute for allowing for a free education until a student reaches age 20, and through that currently enrolled semester.

The cohort graduation rate presented in this report is slightly different than the rate published by the Wisconsin Department of Public Instruction (DPI). Beginning in 2009-10, DPI reported a 4-year cohort graduation rate which includes all students who have been assigned to a *Wisconsin* public school cohort and were last enrolled in KUSD during the four-year period whether or not the student *began* in KUSD in their ninth grade year. In addition, DPI does not count the completion credentials such as a HSED or a certificate of completion unless their Board of Education deems it as a regular high school diploma. The KUSD Competency Diploma Option is a fully recognized district diploma for state reporting purposes. The KUSD graduation data is included in the state report card calculations for the categories “On-Track to Graduation” and “Target Group Outcomes”. However, DPI’s WISEdash (public online data reporting) portal reports four-year, five-year, six-year and seven-year graduation rates. This KUSD cohort report will present data respective to the four-year, five-year and seven-year graduation rates.

Further analysis of the graduation rate is provided by demographic groups. Please note that the terms “Students with Disabilities”, “Economically Disadvantaged”, and “English Learner” are used as defined by the “Every Student Succeeds Act” (ESSA, formerly NCLB) and IDEA, and are consistent with DPI reporting. Additionally, starting in early 2019, the federal “Every Student

Succeeds Acts (ESSA) report cards display the average four-year and seven-year cohort graduation rates as one of the required accountability indicators.

Definitions for the following categories listed below pertain to the context of this report:

Definitions

Graduate	A student that has received a High School Diploma from KUSD.
Credit Deficient	A student that is currently attending KUSD but did not have enough credits to graduate by the end of the respective cohort cycle.
Transferred	A student that has transferred out of KUSD for one of the following reasons: <ul style="list-style-type: none">▪ Transferred to a public school outside of the district▪ Transferred to a parochial/private or vocational/technical school▪ Incarcerated▪ Transferred to home schooling▪ Temporary withdrawal, due to medical problem, etc.▪ Death
Dropout	A student that no longer attends KUSD and is not enrolled in any other K-12 educational institution.
Expelled	A student that cannot attend KUSD schools or receive approved services with conditions within KUSD (because of a Due Process Hearing) and has not returned.

BASE COHORT REVIEW

Graduation Class of 2023 (Four-Year Period)

Over the past ten years, the number of students in each Grade 9 cohort class has ranged from approximately 1,500 to 1,740.

<u>Graduation Class</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>
Number of Students in the Gr. 9 cohort	1,610	1,697	1,720	1,730	1,736	1,567	1,639	1,605	1,549	1,517

Appendix A contains the graduation rate for the Graduation Class of 2024 at the completion of their fourth year in KUSD.

Graduation rates are reported using two methods:

- Excluding the KUSD High School Competency Diploma Option (IOWA) graduates from the “GRADUATED” category and including them in the “DROPOUT” category.
- Including the KUSD High School Competency Diploma Option (IOWA) graduates in the “GRADUATED” category and excluding them from the “DROPOUT” category.

To earn a KUSD High School Competency Diploma, students must meet all of the following requirements:

- Credits earned in Consumer Ed/Economics, Health, and Government and Politics
- Successful completion of an employability skills component
- Writing competency based on one of the following assessments (High School ACT Aspire Writing, ACT Plus Writing, or ACT WorkKeys Business Writing)
- Passing scores at the 4th stanine or above on all required subtests of the IOWA Assessment
- Successful completion of a passing score of 65 or higher on the required Civics Exam
- Completion of the minimum 10 hour Community Service Learning requirement

For communication purposes, this report will refer to the KUSD High School Competency Diploma graduates as “IOWA” graduates.

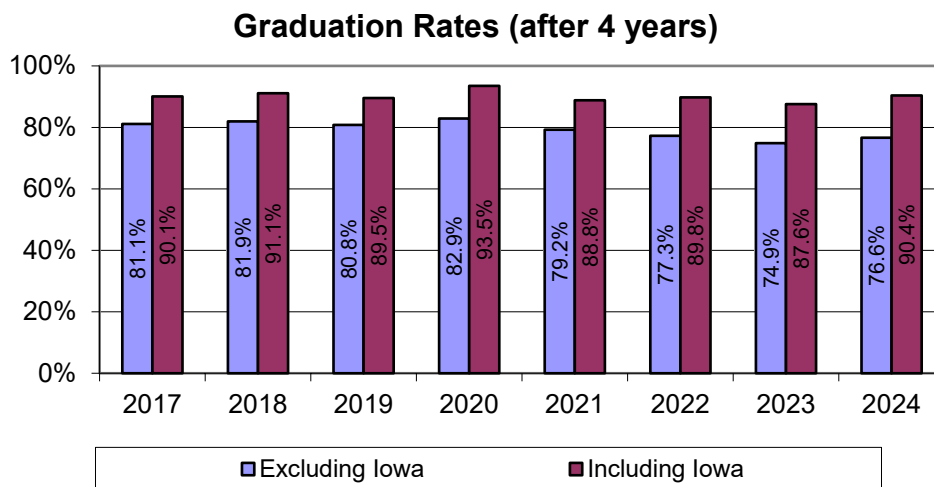
Recent History of Graduation Requirements:

Kenosha Unified Policy and Rule 6456 *Graduation Requirements* was updated in April of 2011 to reflect a change in the high school graduation credit requirement, which decreased from 26.0 to 23.0 credits, effective for the Class of 2013. The minimum credits for Social Studies, Math

and Science were reduced from 4.0 to 3.0 credits. In April 2012, Policy and Rule 6456 also added a Community/Service Learning (10 hours) requirement, beginning with the Class of 2013.

In December 2013, Wisconsin increased the math and science requirement to 3.0 credits each, which first applied to the Class of 2017. This increase would be consistent with the current KUSD requirement for those subject areas. However, WI Act 63 (2013) also strongly encouraged local school districts to set an elective requirement of 8.5 credits. KUSD updated its graduation policy to require 23.5 credits starting with Cohort 2017 students. Furthermore, Act 55 (2015) requires that all diploma requests beginning in 2016-17 include a civics assessment based on the U.S. Citizenship Test, with a current minimum passing score of 65 (out of 100).

The number of students in the cohort group of SY 2020-21 was 1,517, including 148 students who transferred out during the period between 2020-24, and the graduating school year. When including “IOWA” graduates, 1,236 students graduated, resulting in a 4-year graduation rate of 90.4% for the Cohort Class of 2024. This is an increase from the 2023, 4-year rate of 87.6%. When excluding “IOWA” graduates 1,047 students graduated (76.6%), an increase from the prior graduating class (74.9%). The Class of 2024 reported a higher percentage of graduates using the High School Competency Diploma Option (15.2%); typically, the IOWA graduates average approximately 11%-12% of the respective graduating cohort. KUSD recognized 188 Cohort 2024 Iowa graduates.



Two hundred and twenty-nine (229) students (16.8%) were classified as “*DROPOUTS*” when including the “IOWA” graduates as dropouts, and 40 students (2.9%) when excluding the “IOWA” graduates. The number of students classified as “*CREDIT DEFICIENT*” was 78 or 5.7%, a decrease of 1.3% from the 2022 rate of 7.1%. It should be noted that 19 of the 78 students who were “*CREDIT DEFICIENT*” are students with disabilities who are legally permitted to stay in school through the age of 21 if indicated on their Individualized Education Plan (IEP).

The following charts summarize the “Base Cohort” graduation rates by gender, ethnicity, disability status, economic status and English proficiency status after 4 years.

BASE COHORT AFTER 4 YEARS – Excluding “IOWA”

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>
Female	86.9%	84.7%	85.3%	83.8%	85.8%	86.0%	81.6%	80.0%	75.0%	79.2%
Male	80.8%	81.0%	77.3%	80.1%	75.8%	80.0%	74.0%	74.7%	74.7%	74.1%
Am. Indian/Alaska Native	*	100.0%	60.0%	90.0%	*	*	*	*	*	*
Asian	85.2%	96.3%	95.2%	92.0%	100.0%	96.3%	100%	95.7%	93.9%	95.7%
Black	73.8%	69.6%	71.3%	65.0%	63.2%	69.4%	57.8%	56.7%	58.2%	53.8%
Hispanic of Any Race	77.7%	75.2%	73.8%	75.6%	76.7%	80.4%	73.8%	69.2%	69.3%	74.0%
Hawaiian/Pacific Islander	*	*	NA	NA	*	*	*	*	*	*
White	88.2%	88.5%	86.2%	88.9%	86.2%	87.5%	85.3%	86.0%	83.2%	83.5%
Two or More Races	84.6%	65.1%	72.7%	75.0%	79.7%	72.9%	72.2%	77.3%	60.6%	71.6%
Students with Disabilities	69.6%	64.0%	61.6%	62.3%	66.5%	58.5%	61.2%	63.2%	61.1%	61.8%
Students w/o Disabilities	85.8%	85.5%	83.9%	84.4%	82.6%	86.0%	80.0%	90.5%	76.7%	78.7%
Econ Disadvantaged	73.4%	72.5%	71.4%	70.7%	71.3%	73.6%	64.7%	72.1%	64.7%	64.9%
Not Econ Disadvantaged	95.2%	94.8%	92.9%	94.9%	93.2%	93.5%	87.5%	89.1%	89.3%	89.9%
English Learner	66.4%	74.8%	69.9%	71.2%	72.4%	69.1%	61.0%	60.6%	57.8%	63.4%
English Proficient	85.3%	83.5%	82.2%	82.9%	81.1%	82.9%	78.7%	78.4%	76.2%	79.2%
DISTRICT	83.8%	82.7%	81.1%	81.9%	80.8%	82.9%	77.8%	77.3%	74.9%	79.6%

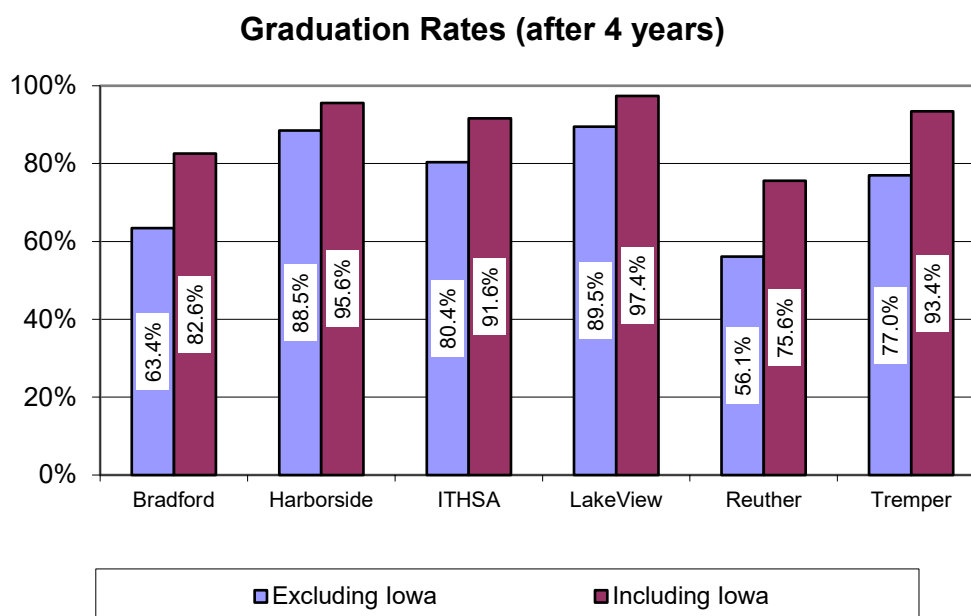
**Sample size too small to report*

BASE COHORT AFTER 4 YEARS – Including “IOWA”

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>
Female	92.9%	90.5%	92.8%	92.2%	91.7%	94.4%	89.8%	88.9%	87.1%	91.3%
Male	88.6%	89.8%	87.6%	90.1%	87.3%	92.6%	86.5%	89.4%	88.1%	89.6%
Am. Indian/Alaska Native	*	100.0%	80.0%	90.0%	*	*	66.7%	*	*	*
Asian	88.9%	96.3%	100.0%	100.0%	*	96.3%	100.0%	95.7%	93.9%	95.7%
Black	83.3%	77.1%	79.5%	80.9%	79.3%	85.2%	78.2%	82.8%	79.9%	79.9%
Hispanic of Any Race	88.3%	86.7%	85.8%	87.1%	86.5%	92.0%	84.2%	83.9%	83.7%	90.8%
Hawaiian/Pacific Islander	*	*	NA	NA	100.0%	*	*	*	*	*
White	93.4%	94.6%	94.1%	94.9%	92.8%	95.9%	93.1%	93.3%	91.8%	92.9%
Two or More Races	88.5%	79.1%	84.8%	95.8%	91.5%	95.8%	83.3%	89.3%	87.3%	87.8%
Students with Disabilities	79.6%	79.2%	77.9%	84.0%	82.4%	85.0%	79.8%	81.9%	81.5%	80.9%
Students w/o Disabilities	92.3%	91.8%	91.8%	92.0%	90.4%	94.6%	89.2%	95.1%	88.4%	91.8%
Econ Disadvantaged	84.8%	83.5%	84.5%	85.5%	84.1%	90.4%	80.9%	86.7%	83.2%	86.1%
Not Econ Disadvantaged	97.2%	98.0%	96.9%	97.7%	96.6%	97.0%	93.5%	94.8%	93.9%	95.3%
English Learner	81.9%	87.0%	81.2%	82.6%	84.3%	86.2%	80.5%	79.8%	73.5%	84.8%
English Proficient	91.5%	90.4%	91.0%	91.9%	89.5%	94.0%	88.5%	89.8%	88.7%	91.5%
DISTRICT	90.7%	90.2%	90.1%	91.1%	89.5%	93.5%	88.8%	89.8%	87.6%	90.4%

**Sample size too small to report*

Appendix B reports the same 4-year graduation rate figures as in *Appendix A*, but for each high school. It disaggregates the status of students included in the base cohort group after four years of instruction by the high school of their initial 9th grade enrollment. Keep in mind some students may have transferred to another high school within Kenosha Unified and graduated thereafter. Student counts are reported by ethnicity, gender, disability status, economic status, and English proficiency status. The chart below displays 4-year graduation rates by each high school.

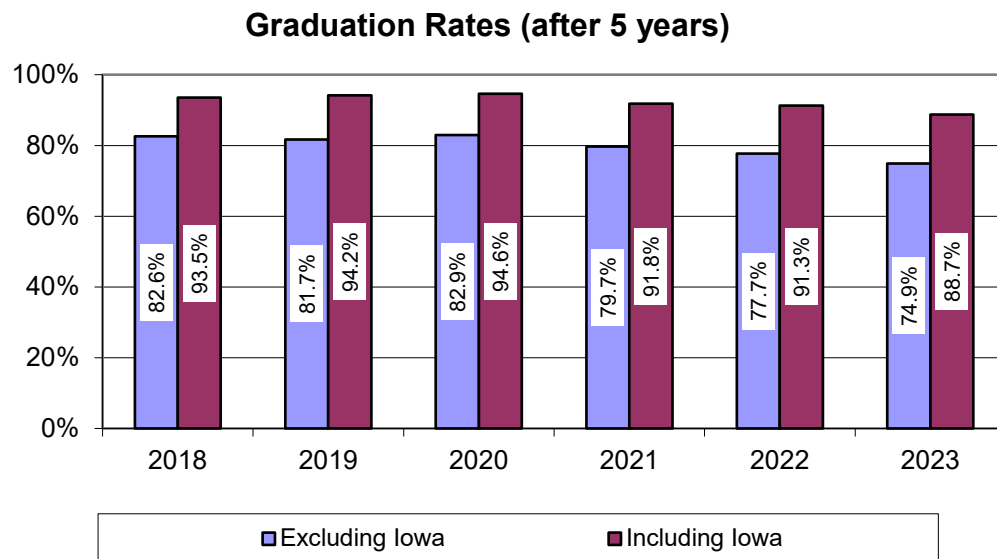


When analyzing students by their *initial enrollment* school in grade 9, Lakeview had the highest graduation rate when excluding “IOWA” graduates at 89.5% as well as when including “IOWA” graduates at 97.4%. All KUSD high schools utilized the option of the High School Competency Diploma (IOWA). NOTE: The Kenosha eSchool is not on this Cohort 2024 chart, as they did not have any Grade 9 students enrolled full time on the September 2020-21, Count Day, and the eSchool has since been “closed” as a separate charter school but still remains as a program, with greater options for student enrollment and participation. Those students would now be included directly with their assigned high school.

Graduation Class of 2023 (Five Year Period)

Appendix C contains the graduation rates by student subgroups for the Graduation Class of 2023 at the completion of the fifth year in KUSD (summer 2024). The number of students who began this cohort group was 1,549. At the end of the five-year period, 1,406 students (74.9%) graduated when excluding “IOWA” graduates and 1,239 students (88.7%) graduated when including “IOWA” graduates, resulting in a decrease of 2.8% and an increase of 2.6%, respectively, when compared to the end of the fifth year of the Class of 2021. When excluding “IOWA” graduates from the “GRADUATED” category and including them in the “DROPOUT” category, there were

269 students (19.3%) classified as “DROPOUT”. When *including* “IOWA” graduates in the “GRADUATED” category and *excluding* them from the “DROPOUT” category, the “DROPOUT” rate decreased to 5.4% (76 students). The 5-year graduation rate of 88.7% from the Class of 2024, is a decrease from 88.7% for the class of 2023. It should be noted that the cohort class of 2020 had multiple graduation waivers applied due to the COVID-19 Pandemic. This supportive measure was very common across the state and nation.



Of the 97 students who were credit deficient at the end of their senior year, 20 graduated in their 5th year (13 through the High School Competency Diploma Option and 5 with a traditional credit bearing diploma). In addition, 38 students are still enrolled, 2 transferred out of KUSD, and 37 students dropped out.

The following charts summarize the “Base Cohort” graduation rates by common demographic status after 5 years. The Class of 2023, when compared to that of the Class of 2022, reported a decrease overall when *including* “IOWA” graduates (91.3% in 2022 to 88.7% in 2023).

BASE COHORT AFTER 5 YEARS – *Excluding* “IOWA”

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>
Female	87.2%	85.3%	86.0%	84.5%	95.3%	86.0%	82.4%	80.7%	75.0%
Male	82.4%	81.3%	77.6%	80.7%	94.0%	80.0%	77.1%	74.9%	74.7%
Am Indian/Alaska Native	*	100%	60.0%	90.0%	*	*	50.0%	*	*
Asian	85.2%	96.3%	95.2%	92.0%	96.3%	96.3%	100.0 %	95.7%	93.9%
Black	75.1%	71.6%	72.9%	66.2%	88.0%	69.6%	59.2%	58.1%	58.2%
Hispanic of Any Race	77.6%	74.8%	74.4%	76.9%	94.0%	80.2%	76.0%	70.4%	69.3%
Hawaiian/Pacific Islander	*	*	0.0%	NA	*	*	*	*	
White	89.5%	88.8%	86.3%	89.2%	96.4%	87.6%	86.8%	86.1%	83.2%
Two or More Races	84.6%	69.8%	75.8%	75.0%	95.8%	72.9%	71.9%	74.7%	60.6%
Students with Disabilities	72.2%	65.3%	63.0%	64.4%	67.6%	58.4%	64.7%	60.6%	61.9%
Students w/o Disabilities	86.6%	85.9%	84.3%	84.9%	83.5%	86.1%	81.7%	80.4%	76.6%
Econ Disadvantaged	74.7%	73.3%	72.1%	71.9%	72.4%	73.5%	89.1%	72.6%	64.7%
Not Econ Disadvantaged	95.9%	94.9%	93.0%	95.0%	94.0%	93.6%	66.9%	89.3%	89.3%
English Learner	66.4%	74.8%	70.7%	72.0%	74.2%	69.1%	60.3%	64.9%	57.8%
English Proficient	86.4%	84.0%	82.7%	83.6%	82.4%	83.9%	80.7%	78.6%	76.2%
DISTRICT	84.8%	83.2%	81.7%	82.6%	81.7%	82.9%	79.7%	77.7%	74.9%

**Sample size too small to report*

BASE COHORT AFTER 5 YEARS – *Including* “IOWA”

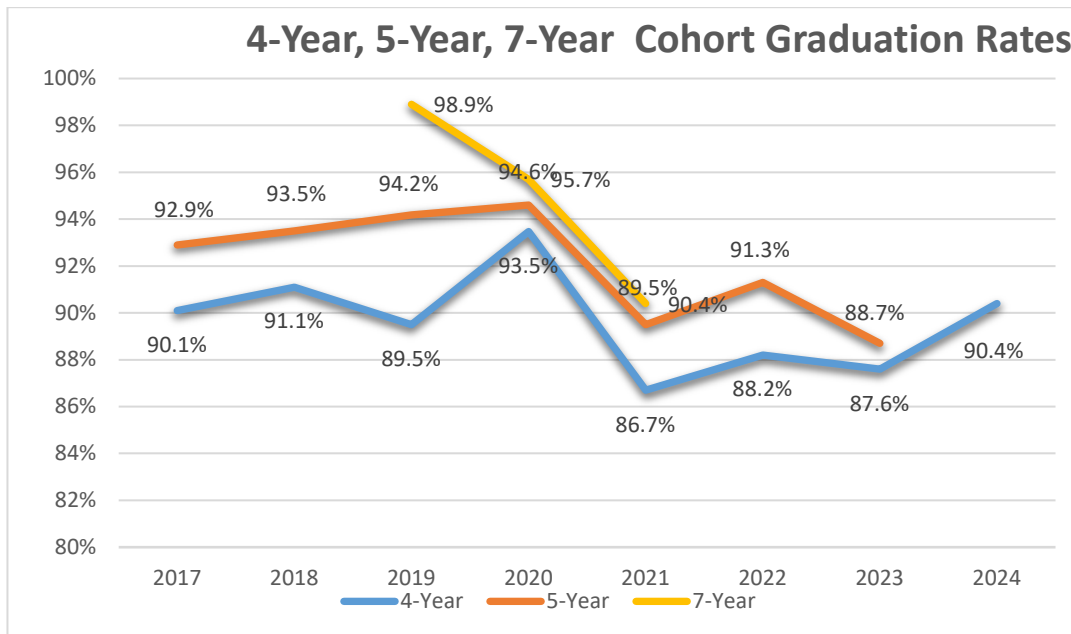
	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>
Female	95.2%	93.4%	95.3%	94.3%	95.5%	95.3%	92.1%	91.8%	88.0%
Male	93.1%	93.0%	90.6%	92.8%	92.9%	94.0%	91.6%	90.8%	89.3%
Am Indian/Alaska Native	*	100%	80.0%	90.0%	*	*	66.7%	*	*
Asian	92.6%	96.3%	100%	100%	100%	96.3%	100.0 %	95.7%	93.9%
Black	89.5%	82.9%	84.9%	84.5%	87.5%	88.0%	85.9%	88.3%	82.0%
Hispanic of any Race	93.0%	90.9%	89.1%	90.8%	93.6%	94.0%	89.4%	87.5%	84.9%
Hawaiian/Pacific Islander	*	*	0.0%	NA	100%	*	*	*	*
White	95.9%	96.6%	96.0%	96.7%	95.6%	96.4%	94.9%	94.4%	92.5%
Two or more Races	88.5%	83.7%	90.9%	95.8%	96.6%	95.8%	85.9%	86.7%	88.7%
Students with Disabilities	86.1%	85.2%	83.6%	87.9%	87.9%	88.2%	85.5%	86.5%	82.5%
Students w/o Disabilities	95.3%	94.4%	94.2%	94.2%	95.0%	95.4%	92.7%	92.0%	89.5%
Econ Disadvantaged	90.7%	88.5%	88.6%	89.3%	90.9%	92.1%	96.1%	89.4%	84.7%
Not Econ Disadvantaged	97.9%	98.7%	98.0%	94.2%	98.5%	97.4%	86.1%	95.7%	94.3%
English Learner	88.2%	91.6%	86.5%	86.4%	93.0%	91.5%	84.9%	64.9%	76.5%
English Proficient	94.7%	93.4%	93.5%	94.2%	94.3%	94.8%	92.2%	78.6%	89.7%
DISTRICT	92.8%	94.1%	92.9%	93.5%	94.2%	94.6%	91.8%	91.3%	88.7%

Graduation Class of 2021 (Seven Year Period)

Appendix D contains the graduation rates by student subgroups for the Graduation Class of 2018 at the completion of their seventh year in KUSD. The number of students who began this cohort group was 1,639. At the end of the seven-year period, 1,215 students (81.2%) graduated when excluding “IOWA” graduates and 1,353 students (90.4%) graduated when including “IOWA” graduates, resulting in an decrease of 0.7% and an decrease of 1.3%, respectively, when compared to the end of the fourth year of the Class of 2017. When excluding “IOWA” graduates from the “GRADUATED” category and including them in the “DROPOUT” category, there were 265 students (17.6%) classified as “DROPOUT”. When including “IOWA” graduates in the “GRADUATED” category and excluding them from the “DROPOUT” category, the “DROPOUT” rate decreased to 5.4% (82 students). This cohort group also benefitted from multiple years of approved waivers, both at the local and state level, to help navigate the global COVID-19 Pandemic.

Cohort Graduation Rates - Graduation Classes of 2021 through 2024

Appendix E summarizes the 4-year, 5-year and 7-year graduation rates for the Cohort Graduation Classes of 2021 through 2024. Wisconsin Department of Public Instruction currently computes graduation rates in this fashion to report the efforts of students that require additional time to complete their high school education. Special education law and Wisconsin statute guarantee students with an approved Individualized Educational Plan (IEP) or other identified designation (ex: homeless, incarcerated, ward of the state) the right to public education through age 21. This would include the seven-year period from entrance at 9th grade. The 2021 7-year graduation rate does have a higher increase than the following year as these students benefitted from multiple years of approved waivers, both at the local and state level, to help navigate the global COVID-19 Pandemic.



This report is an informational item.

Dr. Jeffrey Weiss
Superintendent of Schools

Kristopher Keckler
Chief Information Officer

William Haithcock
Chief of School Leadership

Laura Sawyer
Data Analyst

Link to Complete Report with Appendices:

<https://www.kusd.edu/docs/educational-accountability/cohort-report.pdf>

APPENDIX A

2024 Base Cohort

After 4 Years

*** BASE COHORT AFTER 4 YEARS

KENOSHA UNIFIED SCHOOL DISTRICT
ENROLLED NINTH GRADERS AS OF THIRD FRIDAY - 2020-21 (GRADUATING CLASS OF 2024)
(4 SCHOOL YEARS LATER)

BY STUDENT SUBGROUP

STUDENT SUBGROUP	9th Grade Base Cohort Enrollment	Transferred Out of District		Revised Enrollment (Excluding Transfers)	Credit Deficient		Dropout (including "Iowa" graduates)		Dropout (excluding "Iowa" graduates)		Graduated (excluding "Iowa" graduates)		Graduated (including "Iowa" graduates)	
	Number	Number	Percent	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	746	77	10.3%	668	33	4.9%	98	14.7%	17	2.5%	529	79.2%	610	91.3%
Male	771	71	9.2%	699	45	6.4%	131	18.7%	23	3.3%	518	74.1%	626	89.6%
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	25	2	8.0%	23	1	4.3%	0	0.0%	0	0.0%	22	95.7%	22	95.7%
Black or African American	201	32	15.9%	169	26	15.4%	52	30.8%	8	4.7%	91	53.8%	135	79.9%
Hispanic of any Race	463	51	11.0%	411	23	5.6%	81	19.7%	12	2.9%	304	74.0%	373	90.8%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	742	55	7.4%	686	22	3.2%	82	12.0%	18	2.6%	573	83.5%	637	92.9%
Two or More Races	81	7	8.6%	74	6	8.1%	14	18.9%	2	2.7%	53	71.6%	65	87.8%
Students with Disabilities	196	23	11.7%	173	25	14.5%	40	23.1%	7	4.0%	107	61.8%	140	80.9%
Students without Disabilities	1,321	125	9.5%	1194	53	4.4%	189	15.8%	33	2.8%	940	78.7%	1,096	91.8%
Economically Disadvantaged	818	91	11.1%	726	61	8.4%	189	26.0%	35	4.8%	471	64.9%	625	86.1%
Not Economically Disadvantaged	699	57	8.2%	641	17	2.7%	40	6.2%	5	0.8%	576	89.9%	611	95.3%
English Learners	241	17	7.1%	224	27	12.1%	54	24.1%	6	2.7%	142	63.4%	190	84.8%
English Proficient	1,276	131	10.3%	1,143	51	4.5%	175	15.3%	34	3.0%	905	79.2%	1,046	91.5%
ALL STUDENTS	1,517	148	9.8%	1,367	78	5.7%	229	16.8%	40	2.9%	1,047	76.6%	1,236	90.4%

*** STATUS OF STUDENTS AS OF THE END OF THE SUMMER SCHOOL 2023-24

APPENDIX B

2024 Base Cohort After 4 Years

(by School)

*** BASE COHORT AFTER 4 YEARS

KENOSHA UNIFIED SCHOOL DISTRICT
ENROLLED NINTH GRADERS AS OF THIRD FRIDAY - 2020-21 (GRADUATING CLASS OF 2024)
(4 SCHOOL YEARS LATER)

Bradford High School

STUDENT SUBGROUP	9th Grade Base Cohort Enrollment	Transferred Out of District		Revised Enrollment (Excluding Transfers)	Credit Deficient		Dropout (including "lowa" graduates)		Dropout (excluding "lowa" graduates)		Graduated (excluding "lowa" graduates)		Graduated (including "lowa" graduates)	
	Number	Number	Percent	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	179	26	14.5%	152	15	9.9%	40	26.3%	8	5.3%	97	63.8%	129	84.9%
Male	153	18	11.8%	135	16	11.9%	33	24.4%	10	7.4%	85	63.0%	180	80.0%
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	74	14	18.9%	60	11	18.3%	22	36.7%	4	6.7%	27	45.0%	45	75.0%
Hispanic of any Race	135	17	12.6%	117	9	7.7%	30	25.6%	7	2.0%	77	65.8%	100	85.5%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	109	12	11.0%	97	9	9.3%	21	21.6%	7	7.2%	67	69.1%	172	83.5%
Two or More Races	11	1	9.1%	10	2	20.0%	0	0.0%	0	0.0%	8	80.0%	8	80.0%
Students with Disabilities	61	9	14.8%	52	9	17.3%	15	28.8%	3	5.8%	27	51.9%	39	75.0%
Students without Disabilities	113	35	12.9%	235	22	9.4%	58	24.7%	15	0.9%	155	66.0%	198	84.3%
Economically Disadvantaged	241	29	12.0%	212	25	11.8%	65	30.7%	18	8.5%	121	57.1%	168	79.2%
Not Economically Disadvantaged	91	15	16.5%	75	6	8.0%	8	10.7%	0	0.0%	61	81.3%	69	92.0%
English Learners	74	6	8.1%	68	10	14.7%	1	16.7%	2	2.9%	36	52.9%	55	80.9%
English Proficient	258	38	14.7%	219	21	9.6%	52	23.7%	16	7.3%	146	66.7%	182	83.1%
ALL STUDENTS	332	44	13.3%	287	31	10.8%	73	25.4%	18	6.3%	182	63.4%	237	82.6%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL 2023-24

*** BASE COHORT AFTER 4 YEARS

KENOSHA UNIFIED SCHOOL DISTRICT
ENROLLED NINTH GRADERS AS OF THIRD FRIDAY - 2020-21 (GRADUATING CLASS OF 2024)
(4 SCHOOL YEARS LATER)

Harborside Academy

STUDENT SUBGROUP	9th Grade Base Cohort Enrollment	Transferred Out of District		Revised Enrollment (Excluding Transfers)	Credit Deficient		Dropout (including "lowa" graduates)		Dropout (excluding "lowa" graduates)		Graduated (excluding "lowa" graduates)		Graduated (including "lowa" graduates)	
	Number	Number	Percent	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	49	2	4.1%	47	1	2.1%	1	2.1%	0	0.0%	44	93.6%	45	95.7%
Male	69	3	4.3%	66	2	3.0%	8	12.1%	1	1.5%	56	84.8%	63	95.5%
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	9	0	0.0%	9	1	11.1%	2	22.2%	1	11.1%	6	66.7%	7	77.8%
Hispanic of any Race	33	2	6.1%	31	2	6.5%	3	9.7%	0	2.0%	25	80.6%	28	90.3%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	63	3	4.8%	60	0	0.0%	2	3.3%	0	0.0%	58	69.1%	172	100.0%
Two or More Races	10	0	0.0%	10	0	0.0%	2	20.0%	0	0.0%	8	80.0%	10	100.0%
Students with Disabilities	5	0	0.0%	5	0	0.0%	0	0.0%	0	0.0%	5	100.0%	5	100.0%
Students without Disabilities	113	5	4.4%	108	3	2.8%	9	8.3%	1	0.9%	95	88.0%	103	95.4%
Economically Disadvantaged	53	2	3.8%	51	2	3.9%	6	11.8%	1	2.0%	42	82.4%	47	92.2%
Not Economically Disadvantaged	65	3	4.6%	62	1	1.6%	3	4.8%	0	0.0%	58	93.5%	61	98.4%
English Learners	11	0	0.0%	11	0	0.0%	1	16.7%	0	0.0%	11	100.0%	11	100.0%
English Proficient	107	5	4.7%	102	3	2.9%	9	8.8%	1	1.0%	89	87.3%	97	95.1%
ALL STUDENTS	118	5	4.2%	113	3	2.7%	9	8.0%	1	0.9%	100	88.5%	108	95.6%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL 2023-24

*** BASE COHORT AFTER 4 YEARS

KENOSHA UNIFIED SCHOOL DISTRICT
ENROLLED NINTH GRADERS AS OF THIRD FRIDAY - 2020-21 (GRADUATING CLASS OF 2024)
(4 SCHOOL YEARS LATER)

Indian Trail H.S. & Academy

STUDENT SUBGROUP	9th Grade Base Cohort Enrollment	Transferred Out of District		Revised Enrollment (Excluding Transfers)	Credit Deficient		Dropout (including "lowa" graduates)		Dropout (excluding "lowa" graduates)		Graduated (excluding "lowa" graduates)		Graduated (including "lowa" graduates)	
	Number	Number	Percent	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	297	31	10.4%	266	10	3.8%	24	9.0%	3	1.1%	225	84.6%	246	92.5%
Male	237	28	11.8%	209	13	6.2%	35	16.7%	3	1.4%	157	75.1%	189	90.4%
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	12	2	16.7%	10	1	10.0%	0	0.0%	0	0.0%	9	90.0%	9	90.0%
Black or African American	59	8	13.6%	51	7	13.7%	12	23.5%	0	0.0%	32	62.7%	44	86.3%
Hispanic of any Race	156	20	12.8%	136	7	5.1%	22	16.2%	3	2.0%	106	77.9%	125	91.9%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	276	25	9.1%	251	6	2.4%	19	7.6%	3	1.2%	217	69.1%	172	92.8%
Two or More Races	31	4	12.9%	27	2	7.4%	6	22.2%	0	0.0%	18	66.7%	24	88.9%
Students with Disabilities	56	9	16.1%	47	8	17.0%	11	23.4%	1	2.1%	28	59.6%	38	80.9%
Students without Disabilities	113	50	105.0%	428	15	3.5%	48	11.2%	5	0.9%	354	82.7%	397	92.8%
Economically Disadvantaged	252	36	14.3%	216	16	7.4%	42	19.4%	2	0.9%	155	71.8%	195	90.3%
Not Economically Disadvantaged	282	23	8.2%	259	7	2.7%	17	6.6%	4	1.5%	227	87.6%	240	92.7%
English Learners	65	8	12.3%	57	6	10.5%	1	16.7%	1	1.8%	36	63.2%	50	87.7%
English Proficient	469	51	10.9%	418	17	4.1%	44	10.5%	5	1.2%	346	82.8%	385	92.1%
ALL STUDENTS	534	59	11.0%	475	23	4.8%	59	12.4%	6	1.3%	382	80.4%	435	91.6%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL 2023-24

*** BASE COHORT AFTER 4 YEARS

KENOSHA UNIFIED SCHOOL DISTRICT
ENROLLED NINTH GRADERS AS OF THIRD FRIDAY - 2020-21 (GRADUATING CLASS OF 2024)
(4 SCHOOL YEARS LATER)

Lakeview Technology Academy

STUDENT SUBGROUP	9th Grade Base Cohort Enrollment	Transferred Out of District		Revised Enrollment (Excluding Transfers)	Credit Deficient		Dropout (including "lowa" graduates)		Dropout (excluding "lowa" graduates)		Graduated (excluding "lowa" graduates)		Graduated (including "lowa" graduates)	
	Number	Number	Percent	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	30	1	3.3%	29	0	0.0%	1	3.4%	0	0.0%	28	96.6%	29	100.0%
Male	87	2	2.3%	85	2	2.4%	9	10.6%	1	1.2%	74	87.1%	82	96.5%
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	6	0	0.0%	6	0	0.0%	0	0.0%	0	0.0%	6	100.0%	6	100.0%
Black or African American	3	0	0.0%	3	0	0.0%	1	33.3%	0	0.0%	2	66.7%	3	100.0%
Hispanic of any Race	19	2	10.5%	17	0	0.0%	2	11.8%	0	2.0%	15	88.2%	17	100.0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	79	1	1.3%	78	2	2.6%	6	7.7%	0	0.0%	70	69.1%	172	97.4%
Two or More Races	9	0	0.0%	9	0	0.0%	1	11.1%	1	11.1%	8	88.9%	8	88.9%
Students with Disabilities	5	0	0.0%	5	1	20.0%	0	0.0%	0	0.0%	4	80.0%	4	80.0%
Students without Disabilities	113	3	2.7%	109	1	0.9%	10	9.2%	1	0.9%	98	89.9%	107	98.2%
Economically Disadvantaged	27	1	3.7%	26	1	3.8%	6	23.1%	1	3.8%	19	73.1%	24	92.3%
Not Economically Disadvantaged	90	2	2.2%	88	1	1.1%	4	4.5%	0	0.0%	83	94.3%	87	98.9%
English Learners	6	0	0.0%	6	1	16.7%	1	16.7%	0	0.0%	4	66.7%	5	83.3%
English Proficient	111	3	2.7%	108	1	0.9%	9	8.3%	1	0.9%	98	90.7%	106	98.1%
ALL STUDENTS	117	3	2.6%	114	2	1.8%	10	8.8%	1	0.9%	102	89.5%	111	97.4%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL 2023-24

*** BASE COHORT AFTER 4 YEARS

KENOSHA UNIFIED SCHOOL DISTRICT
ENROLLED NINTH GRADERS AS OF THIRD FRIDAY - 2020-21 (GRADUATING CLASS OF 2024)
(4 SCHOOL YEARS LATER)

Reuther Central High School

STUDENT SUBGROUP	9th Grade Base Cohort Enrollment	Transferred Out of District		Revised Enrollment (Excluding Transfers)	Credit Deficient		Dropout (including "lowa" graduates)		Dropout (excluding "lowa" graduates)		Graduated (excluding "lowa" graduates)		Graduated (including "lowa" graduates)	
	Number	Number	Percent	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	26	4	15.4%	22	6	27.3%	6	27.3%	0	0.0%	10	45.5%	16	72.7%
Male	21	1	4.8%	19	2	10.5%	4	21.1%	2	10.5%	13	68.4%	15	78.9%
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	16	2	12.5%	14	3	21.4%	3	21.4%	0	0.0%	8	57.1%	11	78.6%
Hispanic of any Race	12	2	16.7%	10	3	30.0%	2	20.0%	0	2.0%	5	50.0%	7	70.0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	17	1	5.9%	15	1	6.7%	5	33.3%	2	13.3%	9	69.1%	172	80.0%
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Students with Disabilities	13	0	0.0%	13	2	15.4%	3	23.1%	1	7.7%	8	61.5%	10	76.9%
Students without Disabilities	113	5	14.7%	28	6	21.4%	7	25.0%	1	0.9%	15	53.6%	21	75.0%
Economically Disadvantaged	41	5	12.2%	35	8	22.9%	10	28.6%	2	5.7%	17	48.6%	25	71.4%
Not Economically Disadvantaged	6	0	0.0%	6	0	0.0%	0	0.0%	0	0.0%	6	100.0%	6	100.0%
English Learners	17	0	0.0%	17	4	23.5%	1	16.7%	0	0.0%	10	58.8%	13	76.5%
English Proficient	30	5	16.7%	24	4	16.7%	7	29.2%	2	8.3%	13	54.2%	18	75.0%
ALL STUDENTS	47	5	10.6%	41	8	19.5%	10	24.4%	2	4.9%	23	56.1%	31	75.6%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL 2023-24

*** BASE COHORT AFTER 4 YEARS

KENOSHA UNIFIED SCHOOL DISTRICT
ENROLLED NINTH GRADERS AS OF THIRD FRIDAY - 2020-21 (GRADUATING CLASS OF 2024)
(4 SCHOOL YEARS LATER)

Tremper High School

STUDENT SUBGROUP	9th Grade Base Cohort Enrollment	Transferred Out of District		Revised Enrollment (Excluding Transfers)	Credit Deficient		Dropout (including "lowa" graduates)		Dropout (excluding "lowa" graduates)		Graduated (excluding "lowa" graduates)		Graduated (including "lowa" graduates)	
	Number	Number	Percent	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	162	13	8.0%	149	1	0.7%	26	17.4%	6	4.0%	122	81.9%	142	95.3%
Male	199	17	8.5%	182	9	4.9%	40	22.0%	6	3.3%	133	37.1%	167	91.8%
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	38	7	18.4%	31	3	9.7%	12	38.7%	3	9.7%	16	51.6%	25	80.6%
Hispanic of any Race	106	8	7.5%	98	2	2.0%	21	21.4%	2	2.0%	75	76.5%	94	95.9%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	194	12	6.2%	182	4	2.2%	28	15.4%	6	3.3%	150	69.1%	172	94.5%
Two or More Races	18	2	11.1%	16	1	6.3%	5	31.3%	1	6.3%	10	62.5%	14	87.5%
Students with Disabilities	54	4	7.4%	50	5	10.0%	10	20.0%	2	4.0%	35	70.0%	43	86.0%
Students without Disabilities	113	26	8.5%	281	5	1.8%	56	19.9%	10	0.9%	220	78.3%	266	94.7%
Economically Disadvantaged	201	18	9.0%	183	8	4.4%	58	31.7%	11	6.0%	117	63.9%	164	89.6%
Not Economically Disadvantaged	160	12	7.5%	148	2	1.4%	8	5.4%	1	0.7%	138	93.2%	145	98.0%
English Learners	68	3	4.4%	65	6	9.2%	1	16.7%	3	4.6%	45	69.2%	56	86.2%
English Proficient	293	27	9.2%	266	4	1.5%	52	19.5%	9	3.4%	210	78.9%	253	95.1%
ALL STUDENTS	361	30	8.3%	331	10	3.0%	66	19.9%	12	3.6%	255	77.0%	309	93.4%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL 2023-24

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APPENDIX C

2023 Base Cohort

After 5 Years

*** BASE COHORT AFTER 5 YEARS

KENOSHA UNIFIED SCHOOL DISTRICT
ENROLLED NINTH GRADERS AS OF THIRD FRIDAY - 2019-20 (GRADUATING CLASS OF 2023)
(5 SCHOOL YEARS LATER)

STUDENT SUBGROUP	9th Grade Base Cohort Enrollment	Transferred Out of District		Revised Enrollment (Excluding Transfers)	Credit Deficient		Dropout (including "lowa" graduates)		Dropout (excluding "lowa" graduates)		Graduated (excluding "lowa" graduates)		Graduated (including "lowa" graduates)	
	Number	Number	Percent	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	755	79	10.5%	677	20	3.0%	118	17.4%	30	4.4%	508	75.0%	596	88.0%
Male	794	74	9.3%	720	18	2.5%	151	21.0%	46	6.4%	538	74.7%	643	89.3%
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	36	3	8.3%	33	1	3.0%	0	0.0%	0	0.0%	31	93.9%	31	93.9%
Black or African American	232	44	19.0%	189	10	5.3%	63	33.3%	18	9.5%	110	58.2%	155	82.0%
Hispanic of any Race	443	33	7.4%	410	17	4.1%	99	24.1%	35	8.5%	284	69.3%	348	84.9%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	755	64	8.5%	691	9	1.3%	80	11.6%	16	2.3%	575	83.2%	639	92.5%
Two or More Races	80	9	11.3%	71	1	1.4%	27	38.0%	7	9.9%	43	60.6%	63	88.7%
Students with Disabilities	179	19	10.6%	160	13	8.1%	45	28.1%	12	7.5%	99	61.9%	132	82.5%
Students without Disabilities	1,370	134	9.8%	1,237	25	2.0%	224	18.1%	64	5.2%	947	76.6%	1,107	89.5%
Economically Disadvantaged	926	108	11.7%	819	31	3.8%	236	28.8%	72	8.8%	530	64.7%	694	84.7%
Not Economically Disadvantaged	623	45	7.2%	578	7	1.2%	33	5.7%	4	0.7%	516	89.3%	545	94.3%
English Learners	108	6	5.6%	102	8	7.8%	33	32.4%	14	13.7%	59	57.8%	78	76.5%
English Proficient	1441	147	10.2%	1295	30	2.3%	236	18.2%	62	4.8%	987	76.2%	1161	89.7%
ALL STUDENTS	1,549	153	9.9%	1,397	38	2.7%	269	19.3%	76	5.4%	1,046	74.9%	1,239	88.7%

*** STATUS OF STUDENTS AS OF THE END OF THE SUMMER SCHOOL 2023-24

APPENDIX D

2021 Base Cohort

After 7 Years

*** BASE COHORT AFTER 7 YEARS

KENOSHA UNIFIED SCHOOL DISTRICT
ENROLLED NINTH GRADERS AS OF THIRD FRIDAY - 2017-18 (GRADUATING CLASS OF 2021)
(7 SCHOOL YEARS LATER)

STUDENT SUBGROUP	9th Grade Base Cohort Enrollment	Transferred Out of District		Revised Enrollment (Excluding Transfers)	Credit Deficient		Dropout (including "lowa" graduates)		Dropout (excluding "lowa" graduates)		Graduated (excluding "lowa" graduates)		Graduated (including "lowa" graduates)	
	Number	Number	Percent	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	808	65	8.0%	742	16	2.2%	104	14.0%	46	6.2%	623	84.0%	681	91.8%
Male	831	77	9.3%	754	25	3.3%	137	18.2%	57	7.6%	592	78.5%	672	89.1%
American Indian or Alaska Native	5	0	0.0%	5	0	0.0%	2	40.0%	2	40.0%	3	60.0%	3	60.0%
Asian	21	2	9.5%	19	0	0.0%	0	0.0%	0	0.0%	19	100.0%	19	100.0%
Black or African American	219	33	15.1%	186	12	6.5%	64	34.4%	27	14.5%	111	59.7%	148	79.6%
Hispanic	445	32	7.2%	413	12	2.9%	84	20.3%	40	9.7%	317	76.8%	361	87.4%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	877	68	7.8%	808	15	1.9%	79	9.8%	30	3.7%	714	88.4%	763	94.4%
Two or More Races	70	7	10.0%	63	2	3.2%	12	19.0%	4	6.3%	49	77.8%	57	90.5%
Students with Disabilities	181	21	11.6%	160	11	6.9%	33	20.6%	12	7.5%	117	73.1%	138	86.3%
Students without Disabilities	1,458	121	8.3%	1,336	30	2.2%	208	15.6%	91	6.8%	1,098	82.2%	1,215	90.9%
Economically Disadvantaged	910	90	9.9%	820	31	3.8%	212	25.9%	94	11.5%	578	70.5%	696	84.9%
Not Economically Disadvantaged	729	52	7.1%	676	10	1.5%	29	4.3%	9	1.3%	637	94.2%	657	97.2%
English Learners	90	7	7.8%	83	2	2.4%	25	30.1%	9	10.8%	56	67.5%	72	86.7%
English Proficient	1549	135	8.7%	1413	39	2.8%	216	15.3%	94	6.7%	1159	82.0%	1281	90.7%
ALL STUDENTS	1,639	142	8.7%	1,496	41	2.7%	241	16.1%	103	6.9%	1,215	81.2%	1,353	90.4%

*** STATUS OF STUDENTS AS OF THE END OF THE SUMMER SCHOOL 2023-24

APPENDIX E

4-Year (2020-2024)

&

5-Year (2019-2024)

High School Graduation Rates

KENOSHA UNIFIED SCHOOL DISTRICT
4- Year and 5-Year High School Graduation Rates
Graduation Classes of 2018 to 2021

<u>Student Group</u>	4-Year					5-Year				
	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>
Female	94.4%	90.1%	88.1%	87.1%	91.3%	95.5%	95.3%	92.1%	91.8%	88.0%
Male	92.6%	87.5%	88.4%	88.1%	89.6%	92.9%	94.0%	91.6%	90.8%	89.3%
American Indian or Alaska Native	66.7%	*	*	*	*	100.0%	*	66.7%	*	*
Asian	96.3%	100.0%	95.7%	93.9%	95.7%	100.0%	96.3%	100.0%	95.7%	93.9%
Black or African American	85.2%	78.9%	82.2%	79.9%	79.9%	87.5%	88.0%	85.9%	88.3%	82.0%
Hispanic of any Race	92.0%	84.4%	82.9%	83.7%		93.6%	94.0%	89.4%	87.5%	84.9%
Native Hawaiian or Pacific Islander	100.0%	*	*	*	*	100.0%	*	*	*	*
White	95.9%	93.6%	92.5%	91.8%	92.9%	95.6%	96.4%	94.9%	94.4%	92.5%
Two or More Races	95.8%	84.4%	86.7%	87.3%	87.8%	96.6%	95.8%	85.9%	86.7%	88.7%
With Disabilities	85.0%	80.9%	81.9%	81.5%	80.9%	87.9%	88.2%	85.5%	86.5%	82.5%
Without Disabilities	94.6%	89.8%	95.1%	88.4%	91.8%	95.0%	95.4%	92.7%	92.0%	89.5%
Economically Disadvantaged	90.4%	81.1%	85.7%	83.2%	86.1%	90.9%	92.1%	86.1%	89.4%	84.7%
Not Economically Disadvantaged	97.0%	94.4%	94.1%	93.9%	95.3%	98.5%	97.4%	96.1%	95.7%	94.3%
English Learners	86.2%	79.5%	79.8%	73.5%	84.8%	93.0%	91.5%	84.9%	87.2%	76.5%
English Proficient	94.0%	89.3%	88.8%	88.7%	91.5%	94.3%	94.8%	92.2%	91.6%	89.7%
All Students	93.5%	86.7%	88.2%	87.6%	90.4%	94.2%	89.5%	91.8%	91.3%	88.7%

*NOTE: Sample size too small to report

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 25, 2025

School Year 2025-26 Preliminary Enrollment Projections

Each year, the Office of Educational Accountability develops enrollment projections for future planning of district resources. Projections for each school were based on historical enrollment trends, birth rates, and cohort progression models as well as taking into consideration known impact areas beyond nominal student mobility. Administration also incorporates a Geo-coded student file to better align projections to known addresses and boundary assignments and choice enrollments with greater efficiency. Some of the prominent impact areas are listed below:

- Declining birth rate will continue to reduce enrollment. The 2009-10 recession had a steep one year drop in birth rates across the nation, along with a smaller, continual decrease since that time for the KUSD boundary area. The impact on KUSD will primarily be in Grade 10 for 2025-26, with the boundary high schools impacted more than the elementary and middle school groups.
- The realized decrease in expected early grade students due to the COVID pandemic will impact Grade 5 next year. This is mainly due to a couple hundred students identified as homeschooled when the pandemic emerged, though some students may continue to return to KUSD over the coming years.
- Aside from the decade-long gradual decrease, Grade 2 will experience a noticeable single year birth rate drop, though not as steep as the initial one as noted above.

Please note that the enrollment projections reflect the actual number of students projected to enroll in KUSD and do not represent funding or state aid related FTE (full time equivalency) used for budgetary purposes.

Summary

- The projected enrollment for SY 2025-26 is 17, 904 students, a decrease of -618 from the SY 2024-25 Official Third Friday Pupil Count (18,552). The preliminary projections include all students in Grades PK-12.
- Appendix A illustrates actual student enrollment by building for the past two (2) years and projected enrollment for the 2025-26 school year. For staffing purposes, enrollment is disaggregated by pre-kindergarten and K-12. Schools that recently closed will still display for the historical data presentation.
- Appendix B is a comparison of the SY 2024-25 from the Official Third Friday count and the projected SY 2025-26 enrollments for each building. Both individual grade levels and each school display variances.
- Appendix C provides a birth rate figure with the respective Grade K enrollment along with major impact changes.

- The projections indicate that student enrollment at the boundary elementary level will be 6,734, a decrease of -239 students when compared to this school year. This decrease is mainly due to a continually declining birth rate and a portion of increased homeschool students.
- The projected boundary middle school enrollment is 3,235 students, a slight decrease of -14 when compared to school year 2024-25.
- At the boundary high school level, the projected enrollment is 4,494 students for school year 2025-26. This is a decrease of -360 students due to a large birth rate for a second year, as well as larger cohort groups graduating/exiting from Kenosha Unified. All KUSD choice options are expecting overall consistent enrollments, which only compounds the overall effects of less students in the KUSD boundary area.
- The following methods are used to calculate the enrollment projections:
 - Pre-kindergarten projected enrollments are calculated using a “*Birth-to-4K Advancement Rate Method*”, comparing the number of infant births to preschool enrollment of the same cohort group. The five-year 4K enrollment average is 59.3% of community births for this cohort group. Aside from the first year of COVID impact (50.6%), this level has not dropped below 60.0% since Kenosha Unified offered universal 4K beginning in 2014.
 - Kindergarten projected enrollments were calculated using a “*Birth-to-Kindergarten Advancement Rate Method*”, with enrollment distributed to schools based on ratios from the past three years. A 79.5% participation rate was used for the 2025-26 projections. Similar to the 4K rate, this level of participation has not been this low in over 30 years.
 - Projections for grades 1 through 12 were calculated using the “*Grade Progression Ratio Method*”, which moves students diagonally from one grade level to the next, along with known transfer requests. Grades 2, 5 and 10 were also adjusted for the larger shifts in rolling birth rate and enrollment participation changes.

Information Only

This report is an informational item. District administration will use these enrollment projections for the preliminary staff allocations coordinated by Human Resources, and the enrollment projections will be frequently reviewed and possibly updated as the school year progresses or as the need arises.

Dr. Jeffrey Weiss
Superintendent of Schools

Kristopher Keckler
Chief Information Officer

William Haithcock
Chief of School Leadership

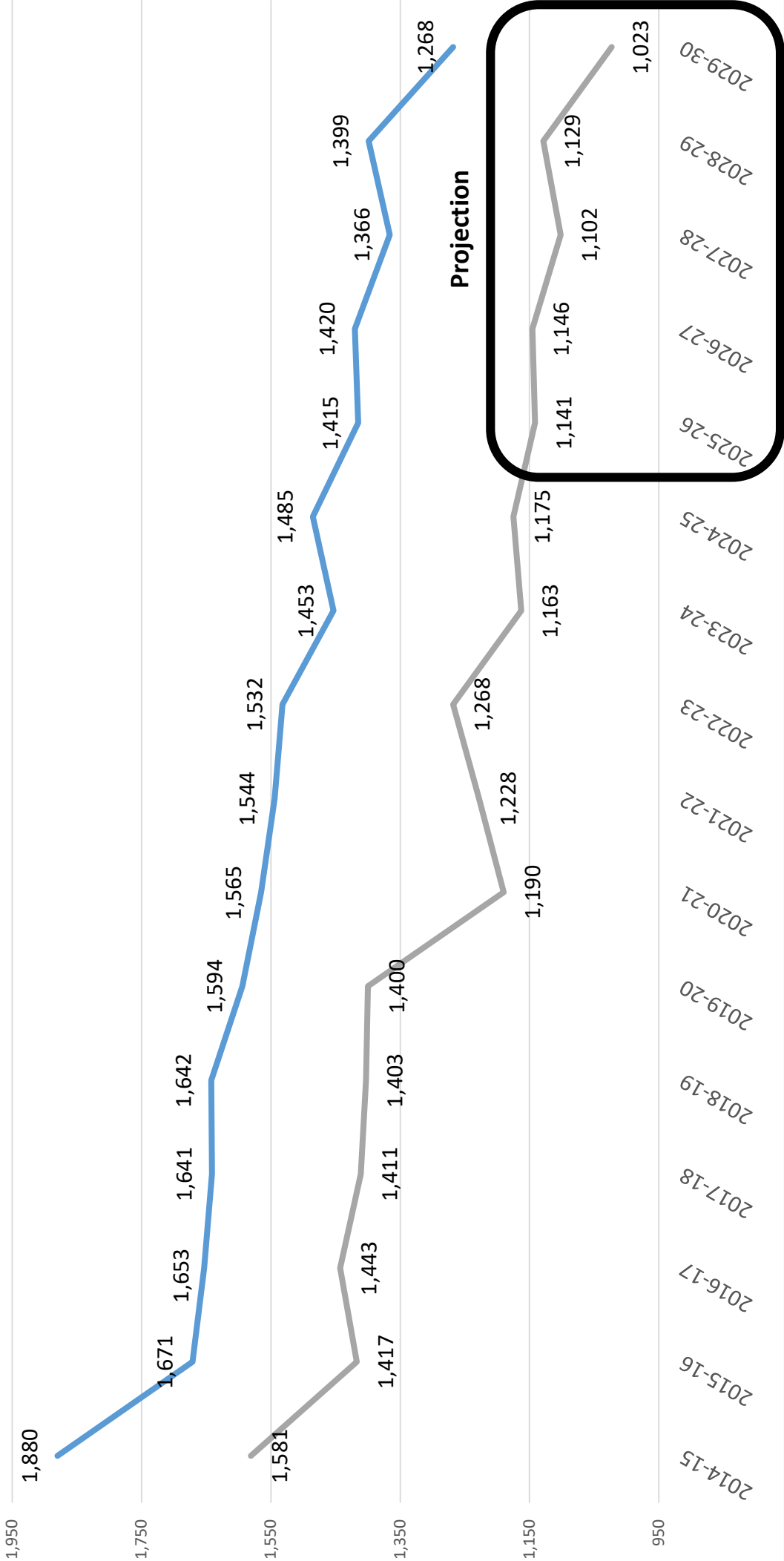
Erin Roethe
Data Analyst

School	Actual Enrollment						Projected Enrollment		
	2023-24			2024-25			2025-26		
	PS	K-12	Total	PS	K-12	Total	PS	K-12	Total
Bose	25	232	257	33	276	309	34	275	309
Brass	44	296	340	53	417	470	53	398	451
Bain CA (Closed in 2024)	50	312	362	0	0	0	0	0	0
Forest Park	18	309	327	30	362	392	31	339	370
Frank	61	311	372	57	409	466	57	391	448
Grant	22	169	191	26	264	290	26	255	281
Grewenow	31	233	264	51	272	323	51	276	327
Harvey	45	231	276	37	286	323	37	286	323
Jefferson (Closed in 2024)	31	197	228	0	0	0	0	0	0
Jeffery	19	262	281	24	314	338	26	317	343
McKinley (Closed in 2024)	43	180	223	0	0	0	0	0	0
Nash	38	474	512	46	534	580	49	491	540
Pleasant Prairie	47	444	491	53	489	542	58	472	530
Prairie Lane	39	334	373	43	410	453	48	400	448
Roosevelt	31	428	459	27	466	493	28	439	467
Somers	44	402	446	44	518	562	46	482	528
Southport	27	251	278	38	404	442	41	365	406
Stocker (Closed in 2024)	26	276	302	0	0	0	0	0	0
Strange	63	391	454	57	471	528	58	455	513
Vernon (Closed in 2024)	24	225	249	0	0	0	0	0	0
Whittier	60	366	426	44	418	462	48	402	450
Wilson (Closed in 2023)	0	0	0	0	0	0	0	0	0
TOTAL (Elementary)	788	6,323	7,111	663	6,310	6,973	691	6,043	6,734
Bullen		682	682		758	758		806	806
Lance		788	788		906	906		879	879
Lincoln (Closed in 2024)		406	406		0	0		0	0
Mahone		919	919		1,035	1,035		947	947
Washington		352	352		550	550		603	603
TOTAL (Middle)		3,147	3,147		3,249	3,249		3,235	3,235
Bradford		1,490	1,490		1,495	1,495		1,339	1,339
Indian Trail		2,018	2,018		1,930	1,930		1,805	1,805
LakeView		391	391		392	392		400	400
Reuther		364	364		361	361		365	365
Tremper		1,493	1,493		1,429	1,429		1,350	1,350
TOTAL (High)		5,756	5,756		5,607	5,607		5,259	5,259
Kenosha 4 Year Kindergarten	81	0	81	56	0	56	60	0	60
Chavez Learning Station	118	0	118	196	0	196	195	0	195
KSOL	29	284	313	34	302	336	49	330	379
Ruth Harman Academy		436	436		427	427		425	425
LakeView K-8 Academy	64	1,127	1,191	52	936	988	34	886	920
Harborside		615	615		575	575		552	552
Hillcrest		93	93		115	115		145	145
Kenosha eSchool (Closed in 2023)		0	0		0	0		0	0
Phoenix Project (Closed in 2024)		9	9		0	0		0	0
TOTAL (Choice)	292	2,564	2,856	338	2,355	2,693	338	2,338	2,676
TOTALS	1,080	17,790	18,870	1,001	17,521	18,522	1,029	16,875	17,904
DISTRICT	18,870			18,522			17,904		
Change				-348			-618		

All Total values are summed averages from the individual school projections, and may have a total count off by 1 or 2 students when compared to each other.

All Total values are summed averages from the individual school projections, and may have a total count off by 1 or 2 students when compared to each other.

APPENDIX C: KENOSHA UNIFIED SCHOOL DISTRICT
BOUNDARY BIRTH COUNT & GRADE K ENROLLMENTS
Number of Births (Kenosha, Pleasant Prairie, Somers) and
KUSD Kindergarten Enrollment (5 Years Later)



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February 25, 2025

DONATIONS TO THE DISTRICT

The district has received the following donations:

1. Modern Woodmen of America donated \$1,250 to Bradford High School's wrestling student activity account; and
2. Snap-on, Incorporated donated various supplies (4 pc. locking pliers sets, magnetic soldering clamps, 21 pc. bit set, 6 inch mechanical dial caliper, etc.) valued at \$7,413.05 to LakeView Technology Academy's Remote Operated Vehicle (ROV) Club.

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. Jeffrey Weiss
Superintendent of Schools

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 25, 2025

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

(March-April)

March

- 3/4 - High school conferences
- 3/6 - High school conferences
- 3/13 - Special school board meeting
- 3/14 - Professional learning day, *no students report*
- 3/14-3/21 - Frank enrichment week
- 3/25 – Regular school board meeting

April

- 4/1 - Spring general election – Board of Education on ballot
- 4/4 - Staff workday, no students report
- 4/18 - Good Friday, district closed - no students report
- 4/21-4/25 - Spring break, schools closed - no students report
- 4/29 – Regular school board meeting

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