This superintendent report for the month of November

This superintendent report for the month of November, 2015 brings you information in the following areas:

1. Leadership Team Work
   A. Geneseo Middle School Parent Conferences
   B. Elementary Learning Walks
2. Assessment Inventory Work
3. Joint Committee for Teacher Evaluation Work
4. Sales Tax Revenues and other Financial Information
5. Health Insurance Renewal Information
6. Employees by Zip Code Info

Leadership Team Work

Last month you were able to review the composite of leadership team goals and desired outcomes for the 2015-16 school year. This month I would like to review two of these with you.

The Geneseo Middle School Building Leadership Team has developed an outcome for the year to "review the effectiveness of student led conferences". I am hopeful that the Team will be able to successfully lead a journey to pilot some different approaches at each grade level in order to see what provides parents the most valuable information and make the experience as productive as possible. I am encouraging them to be creative and adopt a different perspective for the experience at each grade level. With the conferences occurring at the time of our Board meeting this week, we are hopeful that this will provide information to better prepare for the 2016 Parent Conferences.

Additionally, all three elementary leadership teams are creating a DIME document (To DESIGN, IMPLEMENT, MONITOR, and EVALUATE) to communicate information surrounding Learning Walks and to implement these

walks three times during this school year. Hopefully we will be able to bring some teachers to the Board meeting in January or February to share the experience with you. This is meant to be an encouraging and positive professional experience for both the observers and the practitioner who are participating.

Finally in this section you have information from the CoLeaders related to their first quarter highlights of work they have accomplished, what "continuous improvement" means to them, how interested they are in learning more about AdvancEd for external accreditation and validation, what about feedback is misunderstood and how we can improve our ability to give and receive feedback.

Assessment Inventory

The Joint Committee for Teacher Evaluation has been working with the Teaching and Learning Team to develop a comprehensive assessment inventory that helps describe those measures that teachers find to be most important to determining when a student is "On Target" in a particular course. This effort will help establish the focus of identifying those Academic Targets or benchmark performance areas that tell us when a student has met our standards for learning. Again, these are developed from the fundamental principle that teachers are using appropriate state/federal learning standards and through their best thinking and collaboration, faculty will create the baseline understanding of what "on target" means for each course that is mapped in our district.

Included, while understandably difficult to read, is a chart that shows what assessments are being used, who developed the assessment, when it is administered, whether it is a summative or a formative assessment, and for the purposes of "on target" — you will see the number of points possible and what score a student needs to reach to be considered "on target". For those of you who are unclear of the difference between formative and summative assessments consider this metaphor. A formative assessment should be thought of as the

cook tasting the soup. The summative assessment is when the guests taste the soup.

This work began in earnest on October 21, 2015 at the half-day inservice and should be completed by November 20, 2015. Every course mapped was expected to contribute 2 quality assessments that would help define a student's progress in that particular course. Over time this will allow us to collect data on all of these assessments for every student who is enrolled in the course to longitudinally identify the effectiveness of efforts to teach and to learn.

Joint Committee for Teacher Evaluation

The Joint Committee for Teacher Evaluation has begun formal meetings to mutually develop and agree on the contents of a Performance Evaluation Reform Act (PERA) Teacher Evaluation Plan. Included in your report for this month is an overview of the action plan that the Joint Committee has developed to frame the work that must be completed over the next 180 days. To review, the Joint Committee is comprised of 6 administrators and 6 teachers. Any areas required where we cannot reach agreement will force the District to use the State Board of Education default evaluation language or scoring mechanism. We remain confident that we will produce a fair evaluation plan for all faculty, mutually supported by teachers and evaluators.

Concurrently, the Joint Committee will be carefully watching the work within the Assessment Inventory. As part of the evaluation plan, 30% of the teacher's summative rating must come from some measure of student growth. We will continue to partner with the ECRA Group to analyze statistically these assessment results to develop a single student growth score for all teachers to use. This has been endorsed as a strategy by faculty, leadership teams, CoLeaders and the Joint Committee.

Sales Tax Revenues and EAV Report

Included in this packet is a report with the distributions of the 1 cent sales tax for school facilities we have received beginning in May of 2014. You will also

find an itemized report of the expenditures from the sales tax (Fund 60) up to this point.

I have also provided you with some Equalized Assessed Valuation reports from the County Assessor's office for the past two levy years. As mentioned during the tentative levy discussion, the estimated increase in EAV for Taxable values is roughly 2.69% increase overall. This includes an increase in farm values of nearly 4% (with 15 new properties in the counts) , a 2.3% increase in residential values (reflected despite only 2 new residences on the rolls). This increase should help mitigate volatile rate changes should the levy remain fairly constant, but as you know will negatively impact the district for General State Aid calculations as we will have more wealth per pupil in the foundation formula.

Many of you may have also read my blogpost related to General State Aid decreases and a comparison of tax rates across Henry, Bureau and Stark Counties. http://www.gcsdblogs.org/kuffel/?p=1029

Health Insurance Update

Each of you has a copy of the health insurance renewal information. I will try to highlight some information that you may find interesting from the 2015 plan year, to date. I will also provide some changes that we are examining for the 2016 plan year.

1. We have realized overall network discounts of just over 50% for 2015. This continues to be an increase from the 2012 years and prior.

2. Our health claims are approximately 77% of our overall healthcare costs. The difference being administrative fees for the broker ($30K), network access and the third-party administrator costs.

3. Our premium for reinsurance will increase $43,012 or 16%, rather than

the original 4% predicted; but this is due to us covering retirees in our reinsurance this year. We have an individual who has an exceptionally high prescription monthly cost which reinsurance should help offset the premium cost. We have saved nearly $250K over the past three years by not purchasing reinsurance for retirees.

4. We are proposing moving to a mandatory generic prescription fill (of course when it is available). Should the employee choose to use the brand name, they can, but will pay the difference. We will also be proposing mandatory pre-approval for specialty drugs. This will allow assurances that steps have been made to ensure that other options have been examined before more costly solutions.

5. Finally, we will be recommending subscribing to a "TelMed" solution (*MeMD*), which allows members to contact an 800 number anytime, anywhere to seek information from a physician even when they are not in the same physical space. You may have seen commercials for this where the patient may Skype with a doctor while on vacation. This does not take the place of a doctor, but may serve as an intermediate step until such time as one can schedule with their own doctor. We believe that this $9,000 may pay for itself as it could reduce a few emergency room visits, which are much more costly in non-emergency situations. There is no cost to the member for this service.

6. Currently, our health plan claims fund has a balance of approximately $2.5M. I will be working on premium rates for next year and will send out in advance of the December meeting, where I will be asking for your final approval, but I would anticipate minimal changes to the 2015 premium.

Employee by Zip Code

I have included a report from our Employee Database so that you can see where our employees reside. When you look at the zip codes for our district boundaries, we are home to approximately 80% of our full-time and part-time employees. This includes all licensed and non-endorsed employees.

1. Any feedback, questions or concerns from GEA (Building Reps or President?	What is one area that your team would like to share as a highlight from the first quarter? What is a problem or challenge you are facing for second quarter? Please start your response with your team name.	When you hear the words "continuous improvement", what do you think are activities that the district engages in currently that demonstrate a commitment to continuous improvement?	On a scale of 1 -5, with 1 being Not Interested at All, and 5 being Very Interested, how interested are you in hearing more about what a partnership with AdvancEd could be like?	What is one piece of information about feedback that you think is misunderstood in our District?	What is one area where you believe the District should improve as it relates to feedback-- both giving and receiving feedback, and what do you believe we can do to improve in that particular area?
	NS BLT - Learning Walks is a highlight and they are starting next week. Challenge - defining alignment and Journey's curriculum alignment	ATLAS curriculum map Assessment Review Grade Level/Department Meetings (elementary wide) App 228 Courses Learning Walks District Leadership Teams In-house Professional Development Project LEAF and community involvement Technology (chrome books, google tools) Health Initiatives (Summit, park district, snap fitness) Leadership Walks Walk throughs	5	Teacher compensation - complete package (salary and benefits) vs just salary Common core - misconceptions on what it is	I feel we need to be more proactive in promoting our curriculum and schools with the current "public school bashing" initiative taking place in the media.
	TLT-Academic target selection went pretty smoothly on Oct. 21 which I think was possible because of the collaboration on common curriculum and assessments from the previous two years	PLCs at high school and middle school; inservice/institute days have been focused on building upon skills (i.e. the year and half of Danielson); supporting National Board cohorts	5	feedback should be to help move forward	Just read *"Feedback: The Hinge that Joins Teaching & Learning"* and one thing I really liked about it is that you don't always have to rely on the teacher (or boss) for feedback. The book focus is on students, but it works on building self and peer feedback skills.
	NS BLT Learning Walks - success Journeys alignment - challenge	See Alex's	5	Feedback should be an open conversation and a learning experience.	NS has started a google form that allows staff to add and review at anytime. This allows people to be able to ask questions and then BLT can respond to and share with entire staff. I feel like this is a great start to improving our feedback.
	+ Learning Walks - Completing the Journey's curriculum review	PLCs Learning Walks Mentoring Program Grade/department meetings Teacher evaluation process (Evaluwise, walkthroughs, etc.) Healthy Family Nights	5	I think not all people in the district see feedback as a two way street. I think some see it as the administrator giving feedback and it stops there.	
none	GMS BLT Highlight - Parent/Student Conferences planning, grade level creativity, use of skyward for scheduling, and the plan (DIME) to review and improve. GMS BLT Positive Challenge - Master Scheduling with the GMS staff involvement, scheduled team and grade level meetings for brainstorming student and staff needs and wants.	Professional Learning Communities (peer observation, google tools, book studies), Elementary Learning Walks, APP228 classes, Professional Development Days (Assessments, Google Tools), Elementary Grade Meetings, Middle School Staff Meetings, Middle School School Team Meetings, Teacher-Admin professional meetings (goals, lesson plans), Co-leader meetings, Leadership Team work, Classroom Walk Throughs.	4	There are some that believe a feedback loop is one way street (email, verbal note, etc.). Our leadership roles are to ensure that there is active engagement that develops a loop of trust and feedback. The 4 Speed factors (pages 121-124).	"Feedback is fear." From the text we can see people relate feedback to many different emotions, and fear is a huge one. The more we open two-way communication, it builds upon the trust cycle. It removes the fight or flight reaction, and develops calm and rational thinking. It's all based on Trust!

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None at this time.	The response to the September and October PD in-service opportunities has been very positive and the work extremely productive. A few challenges we face are how to proceed with APP228 and how to address the issue of feedback in preparation for the February in-service.	Learning walks are examples of continuous improvement. PLC's are examples of continuous improvement. RtI implementation at the Middle School and High School. Professional Development activities related to (google, tech, etc.) Continued Atlas development/curriculum alignment. Opportunities to participate in APP228 as either a participant or instructor Mentoring program supporting new staff.	5	Feedback is a two way form of communication and often teachers don't feel comfortable freely communicating.	Learning to look at feedback as a way to improve and grow is important in a professional community. We need to focus on the purpose of feedback.
	ELT (Millikin)- Learning Walks- Planned and ready for implementation. DIME is completed. ELT-(Millikin) Challenge- Clear message and definition of what "alignment" means for Journey's goal we have.	Professional Learning Communities (peer observation, google tools, book studies), Elementary Learning Walks, APP228 classes, Professional Development Days (Assessments, Google Tools), Elementary Grade Meetings, Middle School Staff Meetings, Middle School School Team Meetings, Teacher-Admin professional meetings (goals, lesson plans), Co-leader meetings, Leadership Team work, Classroom Walk Throughs.	5	Feedback is just that- It is Feedback. It is not positive or negative. I think most people put feedback into one of those two categories though.	Would like to see the district expand learning walks between elementary buildings and eventually between elementary, ms, and hs. To help with this- I think utilize the TLT to have teachers at the elementary share the positive impact of this feedback with other teachers across the district.
	-Revamped Team Goals and team members have been delegated as points of reference -Google docs created for each goal to allow for easier access -Surveys for team goals to be created and administered to appropriate groups of individuals	-collaboration through grade level meetings, building/faculty meetings -walk throughs -professional development -PLC at GHS -Ten Minute Tuesdays -learning walks	5	Feedback is transparent Feedback is non-threatening and useful Feedback is imperative to continuous improvement Feedback as attack and always negative	
	TLT - Professional development has been well received by the staff this year. There has been lots of great feedback and participation in that feedback through the surveys. Challenge - APP228 - Figure out how we can get more participation.	Learning walks are examples of continuous improvement. PLC's are examples of continuous improvement. RtI implementation at the Middle School and High School. Professional Development activities related to (google, tech, etc.) Continued Atlas development/curriculum alignment. Opportunities to participate in APP228 as either a participant or instructor Mentoring program supporting new staff.	5	I think last year there were more grumblings about feedback due to a new Contract, changes in the evaluation process and changes in general. This year I haven't noticed many of those grumblings and notice more administrative presence out and around the building getting into classrooms and talking with the teachers in their buildings. So between last year and this year I feel that wasn't as much feedback happening then as there seems to be now within the buildings and the district.	

1. Any feedback, questions or concerns from GEA (Building Reps or President?	What is one area that your team would like to share as a highlight from the first quarter? What is a problem or challenge you are facing for second quarter? Please start your response with your team name.	When you hear the words "continuous improvement", what do you think are activities that the district engages in currently that demonstrate a commitment to continuous improvement?	On a scale of 1 -5, with 1 being Not Interested at All, and 5 being Very Interested, how interested are you in hearing more about what a partnership with AdvancEd could be like?	What is one piece of information about feedback that you think is misunderstood in our District?	What is one area where you believe the District should improve as it relates to feedback— both giving and receiving feedback, and what do you believe we can do to improve in that particular area?
None	High-light: Planning for the 11/12 professional development time during PTC. Challenge: The grumblings over staff not having their "own room" as a result of Project Leaf.	PLC's, 10-minute Tuesdays, CVI, staff meeting professional development, project leaf,	5	That when someone gives some feedback about what they don't like, and they don't get their way, it means they weren't listened to. Some people view feedback as only one way. There is a difference between bring critical and giving feedback.	We think it is the skill of "listening" and appreciate and accept the spirit in which it was given. Can we teach people the art & skill of being better listeners? Some people hear, but don't listen.
	Southwest - Journey's Alignment is a challenge that we will be working on. We will also be looking more carefully at results from a School Culture Survey that was sent out in September.	Reflection, Teacher Evaluation, Mentoring Program, PLC's, Learning Walks, Leadership Team Model	4	Teacher Evaluation. I think we are certainly moving in the right direction of making the evaluation process about growth, not inspection, but there is still a stigma that goes along with the process. Compared to other districts, I think we do a great job with the evaluation process and I believe most staff members use it to grow professionally.	
	TLT - I think that the first PD days for the year were successful and productive. I think the group is finding the feedback PD in February to be challenging, but I think that they will be able to figure out how to apply it to use in our district.	Learning Walks, PLC's, RTI implementation (middle school; high school), Professional Development (google; tech; etc.), App 228, ATLAS, curriculum alignment, 10 minute Tuesdays, drop-in communication	5	I don't think that people necessarily see it as a learning opportunity. I think we have to get over the hump of what used to be referred to as "constructive criticism" and learn how to have professional learning conversations that lead to improvement. There are numerous areas and people that we provide and receive feedback from on a regular basis without really always being cognizant of it.	I think we need to improve in the area of being intentional and frequent with feedback, but not necessarily always in a formal way.
None at this time	Highlights: We have had good communication with the the MS BLT and GMS ADs concerning having 6th grade wrestling participate in IESA wrestling. The challenge is also coming to a conclusion on our recommendation for	PLCs, CVI training, CoLeader Meetings, Building leadership teams, department meetings, teacher evaluation process, financially supporting extra curricular music activities (ILMEA), 10-minute Tuesdays, teacher-walks, mentoring program, new teacher training	5	I believe most people feel that feedback is associated with a negative connotation.	
It seems like communication is very open and flowing smoothly. Keep it up!	6th grade wrestling has fostered a lot of great collaboration between our team, GMS BLT, and GMS AD's.	Supporting the arts academically and extra-curricularly.	4	It's for our benefit.	Just keep it coming and try to offer everyone an equal opportunity at receiving feedback.

Grade Level	Subject/Course Type	Name of Assessment	Type of Assessment	Type of Test Administration	Item Type(s)	Assessment administration time	Testing Window(s)	Test Frequency	Assessment Developer	Other Assessment Information (Optional)
9-10	Arts & Music	INTRO FINAL EXAM	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	Final exam time	Once in the course	Individual Teacher	
Grade Levels	Arts & Music	Drawing I Final Exam	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	Final exam time	Once in the course	Individual Teacher	
9-10	Foreign World Languages	Semester 1 Exam	Summative	scantron	Other	60 + minutes	End of December	Once in the course	Individual teacher	exam. It has multiple parts
Kindergarten	Arts & Music	Grade K Unit 1 Assessment	Summative	Paper Pencil/Pen	True/False, Matching,	10-30 minutes	Beginning of October	Once in the course	Team	
	3 Mathematics	Chapter 3 Test	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	October	Once in the course	Go Math	Form A
9-10	Foreign World Languages	Semester 1 Exam	Summative	scantron	Other	60 + minutes	End of December	Once in the course	Individual teacher	exam. It has multiple parts
	8 Information Technology	Unit 1 test	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	beginning of October	Once in the course	Anne M Strohm	
	3 Mathematics	Chapter 6 Test	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	January	Once in the course	Go Math	Form A
11-12	Foreign World Languages	Semester 1 Final Exam	Summative	Writing, Speaking, Scantron	True/False, Matching,	60 + minutes	End of December	Once in the course	Individual Teacher	final exam. It is
9-10	Mathematics	Ch 3 Equations Test	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	September	Once in the course	Algebra 1 Teachers	
9-10	Foreign World Languages	Semester 2 Exam	Summative	scantron	Other	60 + minutes	Mid-May	Once in the course	Individual teacher	exam. It has multiple parts
9-10	Mathematics	Ch 3 Equations Test	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	September	Once in the course	Algebra 1 Teachers	
	5 Science	Health Unit Assessment	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	week 9	Once in the course	Fifth Grade Science Teachers	as needed.
9-10	Mathematics	Ch 3 Equations Test	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	September	Once in the course	Algebra 1 Teachers	
9-10	Mathematics	Ch 3 Equations Test	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	September	Once in the course	Algebra 1 Teachers	
9-10	Foreign World Languages	Semester 2 Exam	Summative	scantron	Other	60 + minutes	Mid-May	Once in the course	Individual teacher	exam. It has multiple parts
Grade Levels	Mathematics	CH 6 Polynomial test	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	November	Once in the course	Algebra 2 teachers	order of the chapter this
9-10	Social Studies	Semester 1 Final Exam	Summative	Answer Sheet/Scantron	True/False, Matching,	60 + minutes	December	Once in the course	Teacher Team	
11-12	Mathematics	First Semester Exam	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	December	Once in the course	Algebra 2 teachers	
9-10	Social Studies	Semester 2 Final Exam	Summative	Answer Sheet/Scantron	True/False, Matching,	60 + minutes	May	Once in the course	Teacher Team	
	3 Arts & Music	Grade 3 Unit 1 Assessment	Summative	Paper Pencil/Pen	True/False, Matching,	10-30 minutes	October	Once in the course	Team	
11-12	Writing)	Argumentation Essay	Summative	Electronic	Solving, Short answer,	60 + minutes	First two weeks in March	Once in the course	Rob Tesmond	
11-12	Writing)	Capstone Writing Project	Summative	Electronic	Solving, Short answer,	60 + minutes	school for seniors	Once in the course	Rob Tesmond	
9-10	Social Studies	1st Semester Exam	Summative	Answer Sheet/Scantron	True/False, Matching,	60 + minutes	end of 1st semester	Once in the course	myself	
9-10	Mathematics	Fall Final Exam	Summative	and Answer sheet	True/False, Matching,	60 + minutes	December	Once in the course	Teacher Team	exam this year. Changes
9-10	Social Studies	2nd Semester Exam	Summative	Answer Sheet/Scantron	True/False, Matching,	60 + minutes	end of 2nd semester	Once in the course	myself	
9-10	Writing)	Winter Final Semester Exam	Summative	checklist	Solving, Short answer,	60 + minutes	semester	Once in the course	Hall	
	5 Science	iMovie Energy Project	Summative	checklist	Solving, Short answer,	60 + minutes	weeks 16-18	Once in the course	and Technology Coach	place at the end of the unit
11-12	Science	Ideal Government Essay	Summative	Paper Pencil/Pen	Solving, Short answer,	60 + minutes	Period	Once in the course	Individual Teacher	
11-12	Foreign World Languages	Semester 2 Final Exam	Summative	Writing, Speaking, Scantron	True/False, Matching,	60 + minutes	Mid May	Once in the course	Individual Teacher	final exam. It is
	3 Writing)	Unit 3 Benchmark Test	Interim/Benchmark	Paper Pencil/Pen	True/False, Matching,	60 + minutes	December	Once in the course	Journeys	over four school days, one
9-10	Social Studies	Fall of Rome DBQ Essay	Formative	Paper Pencil/Pen	Solving, Short answer,	30-60 minutes	mid-October	Once in the course	myself	using documents
11-12	Social Studies	Semester 1 Final Exam	Summative	Answer Sheet/Scantron	True/False, Matching,	60 + minutes	End of Semester	Once in the course	Individual Teacher	
11-12	Mathematics	Derivative Exam	Summative	Paper Pencil/Pen	True/False, Matching,	60 + minutes	October	Once in the course	Scott Christensen	
	6 Social Studies	Nile Salt Dough Rubric	Summative	checklist	Solving, Short answer,	60 + minutes	(Sept./Oct)	Once in the course	Teacher Team	River in many learning
9-10	Social Studies	Chp. 1 Test	Interim/Benchmark	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	mid September	Once in the course	myself	
	5 Social Studies	Overview Unit	Summative	Electronic	True/False, Matching,	10-30 minutes	End of September	Once in the course	Janelle Hickey	Implementing J.A.
	3 Writing)	Unit 5 Benchmark Test	Interim/Benchmark	Paper Pencil/Pen	True/False, Matching,	60 + minutes	April	Once in the course	Journeys	over four days, one text
11-12	Mathematics	Volume Exam	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	April	Once in the course	Scott Christensen	
11-12	Information Technology	Cooking Methods Unit Exam	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	Mid September	Once in the course	Ali Stern	
11-12	Information Technology	Breakfast Unit Exam	Summative	Paper Pencil/Pen	True/False, Matching,	10-30 minutes	end Oct/first Nov	Once in the course	Individual Teacher	
	6 Writing)	ELA 6 PreTest & PostTest	Summative	Paper Pencil/Pen	Solving, Short answer,	30-60 minutes	September & April	(i.e. pre and post)	6th Grade ELA Teacher Team	The reading passages
11-12	Social Studies	Semester/Final Exam	Summative	Answer Sheet/Scantron	True/False, Matching,	60 + minutes	end of semester	Once in the course	myself	
	7 Science	Units of Life Test	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	November	Once in the course	Earp/Wolfe	
9-10	Mathematics	Spring Final Exam	Summative	and Answer Sheet	True/False, Matching,	60 + minutes	May	Once in the course	Teacher Team	last year for the first time,
9-10	Social Studies	A.P. Released Exam	Interim/Benchmark	Answer Sheet/Scantron	True/False, Matching,	30-60 minutes	Semesters	(i.e. pre and post)	College Board	
9-10	Mathematics	Equations	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	April	Once in the course	Algebra 1 Teachers	
9-10	Mathematics	CH 10 Quadratics	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	April	Once in the course	Algebra 1 Teachers	
11-12	Foreign World Languages	"Le Symbols" story test	Summative	Paper Pencil/Pen	Solving, Short answer,	30-60 minutes	September	Once in the course	Houghton Mifflin	
11-12	Social Studies	Semester/Final Exam	Summative	Answer Sheet/Scantron	True/False, Matching,	60 + minutes	end of semester	Once in the course	teacher team	
	7 Science	Test	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	Mid December	Once in the course	Earp/Wolfe	
Grade Levels	Mathematics	Trigonometric Exam	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	May	Once in the course	Algebra 2 teachers	
	7 Writing)	7th Grade ELA Pre-Test	Formative	Paper Pencil/Pen	True/False, Matching,	60 + minutes	August	Once in the course	Bush/Lauren Schmidt	have administered this
	6 Science	Chapter 4 Plate Tectonics	Summative	Electronic	True/False, Matching,	30-60 minutes	December	Once in the course	Teacher Team and Holt	
Kindergarten	Writing)	Letter Sound Assessment	Formative	checklist	Other	10-30 minutes	October and December	(i.e. pre and post)	Teacher Team	-Administered one on one
Grade Levels	Mathematics	Spring Exam	Summative	Paper Pencil/Pen	True/False, Matching,	60 + minutes	May	Once in the course	Algebra 2 teachers	
Grade Levels	Arts & Music	Dali Self Portraits	Summative	checklist	Solving, Short answer,	60 + minutes	Q3	Once in the course	teacher team	done before the unit
	8 Social Studies	Ch 3 The 13 American Colonies	Summative	Paper Pencil/Pen	True/False, Matching,	10-30 minutes	Early October	Once in the course	McAvoy	from paper and pencil.
9-10	Writing)	Spring Final Semester Exam	Summative	checklist	Solving, Short answer,	60 + minutes	semester	Once in the course	Hall	
11-12	Social Studies	Religions Test	Interim/Benchmark	Answer Sheet/Scantron	True/False, Matching,	30-60 minutes	end of 1st/3rd quarter	Once in the course	teacher team	
Grade Levels	Information Technology	Accounting Semester Exam	Summative	Paper Pencil/Pen	Other	30-60 minutes	Final Exam Week	Once in the course	Individual Teacher	
	5 Mathematics	Chapter 3 Test	Summative	Electronic	True/False, Matching,	60 + minutes	late October	Once in the course	Houghton Mifflin	

Grade Level	Subject/Course Type	Name of Assessment	Type of Assessment	Type of Test Administration	Item Type(s)	Assessment administration time	Testing Window(s)	Test Frequency	Assessment Developer	Other Assessment Information (Optional)
	8 Writing)	Semester Benchmark test	Formative	Paper Pencil/Pen	True/False, Matching,	60 + minutes	August	Once in the course	Mifflin/Gale/Anderson	Revisions may be
11-12	7 Writing)	7th Grade ELA Post-Test	Summative	Paper Pencil/Pen	True/False, Matching,	60 + minutes	April/May	Once in the course	Bush/Lauren Schmidt	we have administered this
	Mathematics	AB Multiple Choice AP Exam	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	December	Once in the course	College Board	Choice Exams that have
	7 Science	Chapter 3C Heredity Test	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	Early February	Once in the course	Earp/Wolfe	
11-12	Foreign World Languages	Semester 1 Writing Test	Summative	Paper Pencil/Pen	Solving, Short answer,	30-60 minutes	Mid-December	Once in the course	Individual Teacher	
Grade Levels	Information Technology	Stir-Fries & Casseroles	Summative	Paper Pencil/Pen	Solving, Short answer,	10-30 minutes	End of March	Once in the course	Teacher Team	test) is worth 25 points.
	6 Social Studies	Middle Ages Unit Test	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	4th Quarter (April/May)	Once in the course	Teacher Team	
	8 Social Studies	Branch	Summative	Paper Pencil/Pen	True/False, Matching,	10-30 minutes	Mid/Late February	Once in the course	McAvoy	paper/pencil to skyward
	5 Science	Life Science Unit Assessment	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	weeks 36-39	Once in the course	and textbook	
	7 Technology	Sheet	Formative	checklist	Solving, Short answer,	10-30 minutes	October 5-9	(i.e. pre and post)	Individual Teacher	
	5 Mathematics	Chapter 4 Test	Summative	Electronic	True/False, Matching,	60 + minutes	November	Once in the course	Houghton Mifflin	
11-12	Information Technology	OFW Setup Quiz	Summative	Electronic	True/False, Matching,	10-30 minutes	September	Once in the course	Bess	
	2 PE/Health/Drivers Ed	Pre-Locomotor Assessment	Formative	checklist	Solving, Short answer,	10-30 minutes	September	(i.e. pre and post)	Teaching Team	assessment.
Kindergarten	PE/Health/Drivers Ed	Pre Loco Motor Assessment	Formative	checklist	Solving, Short answer,	10-30 minutes	September	(i.e. pre and post)	PE Department	assessment.
	1 PE/Health/Drivers Ed	Pre-Locomotor Assessment	Formative	Paper Pencil/Pen	Solving, Short answer,	10-30 minutes	September	(i.e. pre and post)	PE Department	assessment.
	7 Science	Chapter 4C Genes and DNA Test	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	Early March	Once in the course	Earp/Wolfe	
11-12	Mathematics	Ch 2 Data Analysis	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	October	Once in the course	Sarah Schnowske	
Kindergarten	Writing)	Letter Sound Assessment	Formative	checklist	Other	10-30 minutes	March and May	(i.e. pre and post)	Teacher Team	
11-12	Mathematics	Functions Unit Exam	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	September	Once in the course	Teacher Team	
	5 Mathematics	Chapter 7 Test	Summative	Electronic	True/False, Matching,	60 + minutes	February	Once in the course	Houghton Mifflin	
	8 Science	Atoms and the Periodic Table	Summative	Paper Pencil/Pen	True/False, Matching,	60 + minutes	Mid-December	Once in the course	textbook test generator.	Table as a resource.
	8 Science	matter in Motion	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	April	Once in the course	textbook test generator.	provided.
	1 PE/Health/Drivers Ed	Post Locomotor Assessment	Summative	Paper Pencil/Pen	Solving, Short answer,	10-30 minutes	May	(i.e. pre and post)	PE Department	assessment.
	2 PE/Health/Drivers Ed	Post Locomotor Assessment	Summative	checklist	Solving, Short answer,	10-30 minutes	May	(i.e. pre and post)	Teacher Team	This is the post test
Kindergarten	PE/Health/Drivers Ed	Post Loco Motor Assessment	Summative	checklist	Solving, Short answer,	10-30 minutes	May	(i.e. pre and post)	Teacher Team	assessment.
	8 Information Technology	lab performance rubric	Formative	checklist	Solving, Short answer,	30-60 minutes	bi weekly	bi weekly	Anne M Strohm	Improve as students
	8 Writing)	Assessment	Summative	Paper Pencil/Pen	True/False, Matching,	60 + minutes	May	Once in the course	Mifflin/Gale/Anderson	used; revisions may be
	5 Mathematics	Chapter 8 Test	Summative	Electronic	True/False, Matching,	60 + minutes	March	Once in the course	Houghton Mifflin	
11-12	Mathematics	Functions Unit Exam	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	April	Once in the course	Teacher Team	
	7 Technology	Alphabet Key Quiz	Summative	Paper Pencil/Pen	True/False, Matching,	10-30 minutes	September 16-23	Once in the course	Individual Teacher	
11-12	Writing)	FRQ (Open Essay Prompt)	Summative	Paper Pencil/Pen	Solving, Short answer,	60 + minutes	November	five times, but the	College Board	the fourth open question
11-12	Foreign World Languages	House Design Project	Formative	checklist	Solving, Short answer,	30-60 minutes	October	Once in the course	Individual Teacher	
11-12	Social Studies	AP Released Exam	Interim/Benchmark	Answer Sheet/Scantron	True/False, Matching,	30-60 minutes	Semester	(i.e. pre and post)	College Board	Exam that I utilize as a
Grade Levels	Information Technology	Forms of Punishment Debate	Summative	checklist	Solving, Short answer,	30-60 minutes	Early October	Once in the course	Ali Stern	
9-10	Mathematics	Congruent Triangles Unit Exam	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	October	Once in the course	Teacher Team	
11-12	Information Technology	Test	Summative	Paper Pencil/Pen	Solving, Short answer,	30-60 minutes	First of Oct	Once in the course	Individual Teacher	
	8 Science	Assessment	Summative	Skyward	True/False, Matching,	60 + minutes	Mid August/Mid May	(i.e. pre and post)	Teacher Team	polyatomic ion charts,
11-12	Mathematics	Series Exam	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	April	Once in the course	Scott Christensen	
	5 Science	Planet Research Project	Summative	checklist	Solving, Short answer,	60 + minutes	weeks 26-29	Once in the course	Callie Allen	completed toward the end
9-10	Mathematics	Trig Unit Exam	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	March	Once in the course	Teacher Team	
11-12	Writing)	Expert Level Analysis FRQ	Summative	Paper Pencil/Pen	Solving, Short answer,	30-60 minutes	exam	assessment of this	College Board	of the three written
11-12	Mathematics	Solving Linear Equations Test	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	Early September	Once in the course	Jayme Farrell	used throughout the entire
11-12	Information Technology	AP Macro Practice Exam	Summative	Paper Pencil/Pen	Other	30-60 minutes	1st week of May	Once in the course	Individual Teacher	
	3 Science	Project	Summative	checklist	Solving, Short answer,	60 + minutes	October	Once in the course	3rd Grade Teachers	completed partially at
11-12	Information Technology	Practice AP Micro Exam	Summative	Paper Pencil/Pen	Other	30-60 minutes	1st week of May	Once in the course	Individual Teacher	
	8 Information Technology	Unit 2 Test	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	November/April	Once in the course	Anne M Strohm	
11-12	Information Technology	GMAW	Summative	Electronic	True/False, Matching,	10-30 minutes	November	Once in the course	Bess	
Grade Levels	Information Technology	Project	Summative	checklist	Solving, Short answer,	60 + minutes	All April	Once in the course	Ali Stern	
	1 Mathematics	End of the Year Go Math Test	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	August and May	(i.e. pre and post)	Go Math: Houghton Mifflin	and end of the year test is
11-12	Information Technology	University Mid-Term	Formative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	Dec.	Once in the course	Individual Teacher	Dave Ramsey High
	1 Mathematics	End of the Year Go Math Test	Summative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	May	(i.e. pre and post)	Go Math: Houghton Mifflin	year test are the same
11-12	Foreign World Languages	Senior Teaching Project	Formative	checklist	Solving, Short answer,	10-30 minutes	Late May	Once in the course	Individual Teacher	
11-12	Mathematics	2nd Semester Final Exam	Summative	Paper Pencil/Pen	True/False, Matching,	60 + minutes	End of May	Once in the course	Jayme Farrell	
	4 PE/Health/Drivers Ed	Presidential Fitness Test	Summative	Electronic	Solving, Short answer,	60 + minutes	Post-test	(i.e. pre and post)	Fitness, Sports and Nutrition	physical fitness scores in
	5 PE/Health/Drivers Ed	Presidential Fitness Test	Summative	checklist	Solving, Short answer,	60 + minutes	April/Early May (post)	(i.e. pre and post)	Fitness, Sports and Nutrition	physical fitness score in a
11-12	Information Technology	Business Structures	Formative	Paper Pencil/Pen	True/False, Matching,	30-60 minutes	October	Once in the course	My Caert	

Grade Level		Total Number of Points Possible for this Assessment	Total Number of Points Required for Student to be Defined as "On Target"	Course Title:
9-10		80	70	Art Comp.
Grade Levels		81	71	Drawing I
9-10		200	170	Spanish 2
Kindergarten		10	8	Grade K Music
	3	25	20	Math 3
9-10		200	170	Spanish 1
	8	70	50	Science
	3	25	20	Math 3
11-12		200	170	Spanish 3
9-10		100	77	Algebra 1
9-10		200	170	Spanish 1
9-10		100	77	Algebra 1 Advanced
	5	40	34	Fifth Grade Science
9-10		100	77	Algebra 1 Advanced
9-10		100	77	Algebra 1 Advanced
9-10		200	170	Spanish 2
Grade Levels		100	77	Algebra 2 Advanced
9-10		100	60	U.S History
11-12		100	77	Algebra 2
9-10		100	60	U.S History
	3	20	16	Music Grade 3
11-12		100	77	Lang Arts IV
11-12		100	77	Language Arts 4
9-10		100	70	World History Enriched
9-10		100	70	Geometry
9-10		100	70	World History Enriched
9-10		65	51	Composition II
	5	40	34	Fifth Grade Science
11-12		35	25	U.S. Government
11-12		300	255	Spanish 3
	3	24	17	Journeys 3
9-10		4.0 (rubric scale)	3.0 (rubric scale)	World History Enriched
11-12		75	52	U.S. Government
11-12		100	80	AP Calculus AB
	6	100	85/100	Ancient Civilizations
9-10		50	35	Sociology
	5	44	33	Social Studies
	3	24	17	Journeys 3
11-12		100	80	AP Calculus AB
11-12		50	45	Foods 1
11-12		50	45	Managing Lifestyles
	6	62	PreTest: 19 Post Test: 43	6th Grade ELA
11-12		100	70	Sociology
	7	36	28	Science 7
9-10		100	70	Geometry
9-10		50	30	A.P. U.S. History
9-10		100	77	Algebra 1
9-10		100	77	Algebra 1 Advanced
11-12		100	90	French 4
11-12		100	70	Contemporary World Issues
	7	47	36	Science 7
Grade Levels		100	77	Algebra 2 Advanced
	7	40	12	Language Arts 7
	6	35	28	Science 6
Kindergarten		78	69	Reading Foundational Skills
Grade Levels		100	77	Algebra 2
Grade Levels		100	79	Kindergarten
	8	56	40	US History/Government
9-10		50	39	Composition II
11-12		50	35	Contemporary World Issues
Grade Levels		100	80	Accounting I
	5	25	18	Decimals

Grade Level	Total Number of Points Possible for this Assessment	Total Number of Points Required for Student to be Defined as "On Target"	Course Title:
8	38	11 (30%)	Language Arts 8
7	40	28	Language Arts 7
11-12	100	50	AP Calculus BC
7	50	39	Science 7
11-12	45	35	French 4
Grade Levels	50	45	Foods II
6	100	83/100	Ancient Civilizations
8	13	9	US History/Government
5	20	15	Fifth Grade Science
7	25	22	Computer Applications
5	25	18	Ch. 4 Multiply Decimals
11-12	8	7	Welding Technology 1
2	15	12	P.E. Grade 2
Kindergarten	15	10	PE K
1	15	11	PE 1
7	40	31	Science 7
11-12	100	77	Probability and Statistics
Kindergarten	78	70	Reading Foundational Skills
11-12	100	77	Pre-calculus
5	25	18	Ch. 7 Multiply Fractions
8	100%	80%	Science8
8	100%	70%	Science 8
1	15	12	PE 1
2	15	13	P.E. Grade 2
Kindergarten	15	11	PE K
8	20	15	Science
8	40	28	Language Arts 8
5	25	18	Ch. 8 Divide Fractions
11-12	100	77	Functions
7	33	28	Computer Applications
11-12	100 (9)	77 (3/4)	AP Literature
11-12	100	90	French 3
11-12	60	go up or down. Still	AP Government
Grade Levels	50	45	Child Development
9-10	100	77	Accelerated Geometry
11-12	50	45	Interior Design
8	100	growth	Science 8
11-12	100	80	AP Calculus BC
5	60	51	Earth Science
9-10	100	77	Accelerated Geometry
11-12	9	4	Composition
11-12	100	75	Transitional Algebra
11-12	100	80	AP Macroeconomics
3	18	14	Science 3
11-12	100	80	AP Microeconomics
8	70	50	Science
11-12	10	8	Welding Technology 1
Grade Levels	100	90	Consumer Sciences
1	40	9	Math 1
11-12	100	80	Cooperative Education
1	40	28	Math 1
11-12	100	90	French 3
11-12	100	60	Transitional Algebra
4	5	1	PE 4
5	5	1	P.E. 5th grade
11-12	100	80	Management

Section	Actions Needed	Who is Responsible	Projected Completion Date
50.100.1 + 1a	Create a sample written notice. Consider a checklist of items for the written notice to have evaluator review with those to be evaluated	Mike, Cheryl	11/15/15
50.100.1b		Dee, Melanie	Draft in Joint Committee Folder 10/29/15
50.100.1c	Develop the procedures for professional development in the event of a NI or U. Provide a sumary of these procedures for the written notice.	John, Nate	12/7/15
50.100.1d	*Research requirements of "Learning Forward" and present recommendations to TLT as it relates to Professional Development to comply for teacher evaluation.	Scott	12/11/2015 for research, 1/30/2016 for recommendations
50.100.II	Update our current evaluation language	Alex	Draft 10/22 for Review (in J.C. folder)
50.100.III	Update our current evaluation language	Alex	Draft 10/22 for Review (in J.C. folder)
50.100.IV	Change our evaluation language to ensure compliance with non-tenured having a summative each year until reaching tenure status	Alex	Draft 10/22 for Review (in J.C. folder)
50.100.V	Creating statement of teacher definition (pulled from contract and sample plan)	Alex	Draft 10/22 for Review (in J.C. folder)
50.110.I	Create statement about student growth % of teacher's performance evaluation rating	Tom	Draft 10/23 for Review (JC Folder)
50.110.IIA	Survey for feedback sent to JC on 10/21, power assessments will be pullled from TLT database of in-service on 10/21.	Brian, Alex	11/15/15
50.110.IIB	Survey for feedback sent to JC on 10/21, power assessments will be pullled from TLT database of in-service on 10/21.	Brian, Alex	11/15/15
50.110.IIC-a	Survey for feedback sent to JC on 10/21, power assessments will be pullled from TLT database of in-service on 10/21.	Brian, Alex	11/15/15
50.110.IIC-b	Survey for feedback sent to JC on 10/21, power assessments will be pullled from TLT database of in-service on 10/21.	Brian, Alex	11/15/15
50.110.IID	Student growth rating scale has to correspond with teacher performance ratings	Jill DePauw	11/3/15
50.110.IIE-a	The data collected from the assessment will come from Local Growth Model	Mike, Steve	11/3/15
50.110.IIE-b	As needed/If applicable	Steve, Mike	11/3/15
50.110.IIF	Student data is measuring students against themselves, just their individual growth	Mike, Steve	11/3/15
50.110.IIG	Scale used adheres to School Code	Mike, Steve	11/3/15
50.120.Ia	Adopt the "Danielson Framework" for all certified staff as the instructional framework. (use specific frameworks for general categories of teachers, counselors, social worker, library/media that are already being used)	Nate, John	11/3/15
50.120.Ib	Adopt the "Danielson Framework" and its rubrics for all certified staff.	Nate, John	11/3/15
50.120.Ic	Adopt the "Danielson Framework" and use the current ratings scales found and described in our Matrix page.	John, Nate	11/3/15
50.120.Id	Adopt the "Danielson Framework" and use the PEAC recommended even weighting for each domain. Review the current Matrix to determine any needed updates or changes to determining the final rating (i.e. currently it takes 3 distinguished to make a domain distinguished, change to needing a majority distinguished to make a domain distinguished)	Nate, John	12/7/15
50.120.II	"As required under Section 24A-5 of the School Code, the evaluation plan shall consider the teacher's attendance"	Jill DePauw	12/7/15
50.120.IIIa		Tom, Brian	
50.120.IIIb		Tom, Brian	
50.120.IIIc		Brian, Tom	
50.120.IVa	Do we need a narrative of all possible scenarios?	Melanie, Dee	Draft in Joint Committee Folder 10/29/2015

Section	Actions Needed	Who is Responsible	Projected Completion Date
50.120.IVb		Dee, Melanie	Draft in Joint Committee Folder 10/29/2015
50.120.Va	Amend language on Geneseo Evaluation Checklist for compliance purposes	Alex	Draft in Joint Committee Folder 11/2/2015 (w/ 50.120.IVa-IVb document)
50.120.Vb	Amend language on Geneseo Evaluation Checklist for compliance purposes	Alex	Draft in Joint Committee Folder 11/2/2015 (w/ 50.120.IVa-IVb document)
50.120.Vc	Amend language on Geneseo Evaluation Checklist for compliance purposes	Alex	Draft in Joint Committee Folder 11/2/2015 (w/ 50.120.IVa-IVb document)
50.120.Vd	Amend language on Geneseo Evaluation Checklist for compliance purposes	Alex	Draft in Joint Committee Folder 11/2/2015 (w/ 50.120.IVa-IVb document)
50.120.VIa	Add to the Evaluation Checklist a brief section defining Informal Observation and its use as evidence in a summative evaluation ("An in-person discussion may occur after any informal observation, this should be requested by the person being evaluated within 5 days")	Nathan	12/7/15
50.120.VIIa	Add to the Evaluation Checklist a brief section defining "Teacher Job Description.	Mike	12/7/15
50.120.VIIb	This has been taken care of within Evaluwise.	Mike, Cheryl	
50.120.VIIc	Add a note to the Matrix that states "all evidence collected will be placed within the Framework's rubric for each component, then a preponderance of evidence will determine the final rating for that component."	Mike, Nate, Cheryl, Jill DePauw	11/3/15

Tax Year: 2015

Assessor Estimated EAV Report by Tax District
Henry County

13 - GENESEO SCHOOL UNIT #228

Totals	
Board of Review Abstract	393,265,840
- Exemptions	44,941,612
- Under Assessed	0
+ State Assessed	2,638,312
Total EAV	350,962,540
- Tif Increment / Ezone	11,605,581
Rate Setting EAV	339,356,959

New Construction	
Commercial	316,925
Farm	759,317
Industrial	427,900
Local Rail Road	0
Mineral	0
Residential	2,256,689
Total	3,760,831

Exemption Category	Commercial Value	Count	Farm Value	Count	Industrial Value	Count	Local Rail Road Value	Count	Residential Value	Count	State Rail Road Value	Count	Totals Value	Count
Parcel Count		505		2,246		51		0		6,275		0		9,077
Board of Review Abstract	33,582,984		69,170,503		7,140,685			0	283,371,688			0	393,265,840	
- Home Improvement	2,750	1	119,632	10	0	0	0	0	1,375,752	251	0	0	1,498,134	262
- Veteran's	0	0	0	0	0	0	0	0	70,000	1	0	0	70,000	1
+ State Assessed	0		0		15,605		0		0		2,622,707		2,638,312	
= EAV	33,580,234	1	69,050,871	10	7,156,270	0	0	0	281,925,936	255	2,622,707	0	394,336,018	266
- Senior Assessment Freeze	0	0	358,545	35	0	0	0	0	3,626,445	451	0	0	3,984,990	486
- Owner Occupied	48,000	8	2,516,277	421	0	0	0	0	28,819,013	4,818	0	0	31,383,290	5,247
- Senior Citizen's	5,000	1	743,772	151	0	0	0	0	6,960,063	1,400	0	0	7,708,835	1,552
- Disabled Person	0	0	6,000	3	0	0	0	0	110,000	55	0	0	116,000	58
- Disabled Veteran	0	0	0	0	0	0	0	0	0	0	0	0	0	0
- Returning Veteran	0	0	0	0	0	0	0	0	5,000	1	0	0	5,000	1
- Natural Disaster	0	0	0	0	0	0	0	0	0	0	0	0	0	0
- Fraternal Freeze	150,041	2	0	0	0	0	0	0	0	0	0	0	150,041	2
- Vet Freeze	25,322	2	0	0	0	0	0	0	0	0	0	0	25,322	2
- Under Assessed	0		0		0		0		0		0		0	0
- E-Zone	0	0	0	0	0	0	0	0	0	0	0	0	0	0
- TIF	3,163,530	0	23,736	0	35,975	0	0	0	8,382,340	0	0	0	11,605,581	0
- Drainage	0	0	0	0	0	0	0	0	0	0	0	0	0	0
= Taxable Value	30,188,341		65,402,541		7,104,690		0		234,023,075		2,622,707		339,356,959	

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Tax Year: 2014

13 - GENESEO SCHOOL UNIT #228

Assessor Estimated EAV Report by Tax District
Henry County

Totals	
Board of Review Abstract	384,052,456
- Exemptions	45,594,651
- Under Assessed	0
+ State Assessed	2,284,247
Total EAV	340,742,052
- Tif Increment / Ezone	10,303,351
Rate Setting EAV	330,438,701

New Construction	
Commercial	325,435
Farm	532,933
Industrial	123,420
Local Rail Road	0
Mineral	0
Residential	1,270,919
Total	2,252,707

Exemption Category	Commercial Value	Count	Farm Value	Count	Industrial Value	Count	Local Rail Road Value	Count	Residential Value	Count	State Rail Road Value	Count	Totals Value	Count
Parcel Count		508		2,231		52		0		6,273		0		9,064
Board of Review Abstract	32,908,601		66,778,690		6,705,289		0		277,661,876		0		384,052,456	
- Home Improvement	2,750	1	91,430	8	0	0	0	0	1,261,527	238	0	0	1,355,707	247
- Veteran's	0	0	0	0	0	0	0	0	85,736	1	0	0	85,736	1
+ State Assessed	0		0		7,879		0		0		2,276,368		2,284,247	
= EAV	32,903,851	1	66,687,260	8	6,713,168	0	0	0	276,314,613	244	2,276,368	0	384,895,260	253
- Senior Assessment Freeze	0	0	418,161	41	0	0	0	0	4,005,608	505	0	0	4,423,769	546
- Owner Occupied	42,000	7	2,554,659	428	0	0	0	0	28,734,572	4,814	0	0	31,331,231	5,249
- Senior Citizen's	5,000	1	785,447	160	0	0	0	0	7,106,606	1,432	0	0	7,897,053	1,593
- Disabled Person	0	0	6,000	3	0	0	0	0	120,000	60	0	0	126,000	63
- Disabled Veteran	0	0	12,500	3	0	0	0	0	185,000	45	0	0	197,500	48
- Returning Veteran	0	0	0	0	0	0	0	0	5,000	1	0	0	5,000	1
- Natural Disaster	0	0	0	0	0	0	0	0	0	0	0	0	0	0
- Fraternal Freeze	147,333	2	0	0	0	0	0	0	0	0	0	0	147,333	2
- Vet Freeze	25,322	2	0	0	0	0	0	0	0	0	0	0	25,322	2
- Under Assessed	0		0		0		0		0		0		0	0
- E-Zone	0	0	0	0	0	0	0	0	0	0	0	0	0	0
- TIF	2,857,276	0	14,815	0	36,124	0	0	0	7,395,136	0	0	0	10,303,351	0
- Drainage	0	0	0	0	0	0	0	0	0	0	0	0	0	0
= Taxable Value	29,826,920		62,895,676		6,669,165		0		228,762,691		2,276,368		330,438,701	

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CHECK DATE	CHECK NUMBER	VENDOR	ACCOUNT DESCRIPTION	INVOICE DESCRIPTION	AMOUNT
06/10/2015	201400397	BANK OF MONTREAL	PROJECT LEAF/OPER/MA	Credit Card Payment AP Invoice.	365.00
07/09/2015	89301	BLDD ARCHITECTS	PROJECT LEAF/ARCHITE	ARCHITECT FEES	76,217.63
07/09/2015	89301	BLDD ARCHITECTS	PROJECT LEAF/ARCHITE	PROJECT LEAF ARCHT FEES	76,325.15
07/09/2015	89333	MARTIN ENGINEERING C	PROJECT LEAF/OPER/MA	PROJECT LEAF PROF SERVICES	8,325.00
07/09/2015	89343	PGAV, INC.	PROJECT LEAF/OPER/MA	PROJECT LEAF PROF SERVICES	1,400.00
08/13/2015	89407	BLDD ARCHITECTS	PROJECT LEAF/ARCHITE	PROJECT LEAF	76,621.85
08/13/2015	89416	DECATUR BLUEPRINT, I	PROJECT LEAF/ARCHITE	PROJECT LEAF	280.00
08/13/2015	89459	PGAV, INC.	PROJECT LEAF/OPER/MA	PROJECT LEAF FROF SERVICES	4,880.00
08/13/2015	89466	RICHARD L. JOHNSON A	PROJECT LEAF/ARCHITE	PROJECT LEAF MILLIKIN	3,052.18
08/13/2015	89466	RICHARD L. JOHNSON A	PROJECT LEAF/ARCHITE	PROJECT LEAF NORTHSIDE	6,983.88
09/10/2015	89515	ARTHUR J GALLAGHER &	GENERAL/SITE & CONST	SPECIAL ISSUE BOND	5,088.00
09/10/2015	89522	BLDD ARCHITECTS	HIGH SCHOOL/SITE & C	ARCHITECT FEES PROJECT LEAF	63,444.18
09/10/2015	89527	CITY OF GENESEO, ILL	HIGH SCHOOL/SITE & C	PROJECT LEAF ZONING PERMIT	150.00
09/10/2015	89592	MARTIN ENGINEERING C	HIGH SCHOOL/SITE & C	PROJECT LEAF SURVEYING	10,175.00
09/10/2015	89622	RICHARD L. JOHNSON A	ELEMENTARY/SITE & CO	MILLIKIN PROJECT LEAF	2,935.55
09/10/2015	89622	RICHARD L. JOHNSON A	ELEMENTARY/SITE & CO	NS PROJECT LEAF	6,375.00
10/08/2015	89687	BLDD ARCHITECTS	HIGH SCHOOL/SITE & C	PROJECT LEAF ARCHITECT FEES	139,987.13
10/08/2015	89737	MCCLEARY ENGINEERING	HIGH SCHOOL/SITE & C	PROJECT LEAD PROFF SERVICES	5,000.00
10/08/2015	89768	RICHARD L. JOHNSON A	ELEMENTARY/SITE & CO	PROJECT LEAF FEES	5,807.50
10/08/2015	89768	RICHARD L. JOHNSON A	ELEMENTARY/SITE & CO	PROJECT LEAF	10,350.00
10/08/2015	89768	RICHARD L. JOHNSON A	ELEMENTARY/SITE & CO	PROJECT LEAF	8,460.00
11/12/2015	89829	BLDD ARCHITECTS	HIGH SCHOOL/SITE & C	ARCHITECT FEES	106,012.50
11/12/2015	89829	BLDD ARCHITECTS	HIGH SCHOOL/SITE & C	ARCHITECT FEES	693.78
11/12/2015	89921	RICHARD L. JOHNSON A	ELEMENTARY/SITE & CO	PROJECT LEAF	10,406.61
11/12/2015	89921	RICHARD L. JOHNSON A	ELEMENTARY/SITE & CO	PROJECT LEAF	2,697.70

Totals for checks   632,033.64

F U N D   S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
60	CAPITAL PROJECTS	0.00	0.00	632,033.64	632,033.64
	*** Fund Summary Totals ***	0.00	0.00	632,033.64	632,033.64

*********************** End of report ***********************

Month/Year	Amount	Amount	Month/Year	$ Change
May-14	$66,904.79	$64,765.92	May-15	$2,138.87
June-14	$68,349.88	$63,908.23	June-15	$4,441.65
July-14	$75,669.63	$72,660.07	July-15	$3,009.56
August-14	$78,339.69	$78,312.92	August-15	$26.77
September-14	$87,977.95	$83,634.66	September-15	$4,343.29 ^^
October-14	$85,377.51	$83,718.11	October-15	$1,659.40 **
November-14	$79,133.77			
December-14	$81,146.27			
January-15	$80,229.71			
February-15	$82,888.65			
March-15	$80,552.85			
April-15	$84,144.44			
First 12 Months	$950,715.14	$446,999.91	2nd 12 Months	
Average Month	$79,226.26	$74,499.99	Average Month	

Gas Price Comparison

http://www.IllinoisGasPrices.com/retail_price_chart.aspx?city1=Illinois&city2=&city3=&crude=y&tme=18&units=us

Month/Year	Gas Price per Gallon	Gas Price per Gallon	Month/Year	
May-14	$3.83	$2.75	May-15	
June-14	$3.80	$2.95	June-15	^^
July-14	$3.65	$3.00	July-15	**
August-14	$3.48	$2.88	August-15	
September-14	$3.47	$2.44	September-15	
October-14	$3.40	$2.39	October-15	
November-14	$3.09			
December-14	$2.50			
January-15	$2.15			
February-15	$2.35			
March-15	$2.37			
April-15	$2.41			

Telemedicine Basics

As technology evolves, doctors are finding more ways to efficiently and conveniently care for their patients. One such method is through the use of telemedicine—a form of technology-based communication that allows a doctor and patient to communicate without being in the same physical space. Although telemedicine is not a complete replacement for direct patient care, it can be a useful tool for a variety of medical services, such as evaluation, diagnosis and prescribing treatment.

How Telemedicine Works
Through the use of technology, communication is facilitated either in a real-time or delayed setting. Usually a patient is able to communicate from his or her home with a doctor through a live video, audio or patient data transfer system. Doctors can see the patient and assess his or her symptoms, as well as obtain the patient's records and medical history from electronic medical records.

Telemedicine is not a full replacement of the care a patient can receive in a doctor's office; however, it can provide several benefits. Patients can stay in the comfort of their own homes and potentially prevent further illness from exposure to germs in a hospital or clinic. Many medical experts believe that patients who have difficulty

traveling or who live in a rural area might have an easier time accessing medical care through telemedicine because telemedicine eliminates the need for travel in many situations. In addition, patients who are recovering from illness or injury at home can be monitored by their doctors through telemedicine visits.

While telemedicine can reduce barriers to receiving medical care, there are some limitations. One main restriction on telemedicine is licensing regulations. In some states, doctors are required to have a license in the state in which they physically practice, as well as in the state in which the patient is located. Additionally, doctors are limited in the kinds of care they are allowed to provide to a new or existing patient. For example, the doctor may not be able to treat a new condition without scheduling a face-to-face follow-up appointment.

Telemedicine is a form of technology-based communication that allows a doctor and patient to communicate without being in the same physical space.

How to Prepare for a Telemedicine Appointment
As you prepare for a telemedicine appointment, you should consider several things.

- You will probably need access to a laptop, phone or tablet, as well as an Internet connection.

- Because there is physical separation in telemedicine, any information you are able to provide, such as personal medical records and family medical history, can be helpful to your doctor.

- If you are recovering or being cared for at home, it might be helpful to include caregivers in the visit.

For many patients, obtaining medical care can cost a great deal in time, resources and money. Telemedicine is a service that can help reduce the barriers of time and distance to a hospital or doctor's office.

For more information on telemedicine, contact a HR representative.

Geneseo CSD #228
MeMD

Founded

Technology

Physician Responds to patients

Member Access

Enrollment
How it Works

Credited

Cost Per Employee Per Month*

Estimated Annual Pricing
(Assume 199 Active participants and 5% of participants use the benefit)

Marketing

Spanish Available

Other Features

Found in 2010		
HIPPA-compliant platform		
Virtual waiting room, Average wait time to be contacted by MeMD 3-5 minutes.		
24/7/365		
18 years of age unless parent with child at time of service, complete a medical history questionnaire, Personal Information (name, DOB, gender, address) will not be denied due to pre-existing condition.		
Start	Talk with a doctor	Resolve issue
Create your secure account, then log in for a webcam consultation with one of MeMD's medical or mental health providers.	Speak with a MeMD provider who is licensed to practice medicine in your state.	After the consultation, follow your personalized treatment plan. If your MeMD provider wrote an e-prescription, purchase and pick-up the prescription at your local pharmacy.
Physicians are U.S. Trained, board Certified, licensed and credentialed. Physicians hold bachelor's(B.A or B.S.) and Doctor of Medicine, Nurse practitioners and Physician Assistants. Average 15 years of experience		
Option 1: $1.50 pepm, Consultation fee $38.00	Option 2: $2.50 pepm, Consultation fee $15.00	Option 3: $3.85 pepm No consultation fee
$1.50 X 199 X 12 $38 X 10 visits **$3,962**	$2.50 X 199 X 12 $15 X 10 visits **$6,120**	$3.55 X 199 X 12 **$9,194**
Dedicated project manager and implementation team, launch plan, includes post-visit communications. Includes 12 month marketing campaign to increase awareness and utilization, includes id cards at launch.		
Yes		
Apple iOS and Android apps, PHI (protected Health Information), access to health and wellness articles		

*Net of Commissions

Option 2: For each percentage point of utilization over 25%, membership fees will increase by $0.03/month annualized quarterly.

Option 3: For each percentage point of utilization over 25%, membership fees will increase by $0.05/month annualized quarterly.

No change to pricing if include the retirees

CITY/STATE	HOME ZIP CODE OF EMPLOYEE	NUMBER OF EMPLOYEES THAT LIVE IN ZIP CODE	% of Total Number
BETTENDORF IA	52722	3	1.00%
LECLAIRE IA	52753	1	0.33%
DAVENPORT IA	52803	1	0.33%
DAVENPORT IA	52804	1	0.33%
DAVENPORT IA	52806	1	0.33%
DAVENPORT IA	52807	3	1.00%
ROCK ISLAND IL	61201	6	2.00%
ALEDO IL	61231	1	0.33%
ATKINSON IL	61235	10	3.33%
CAMBRIDGE IL	61238	5	1.67%
COAL VALLEY IL	61240	2	0.67%
CLEVELAND, IL	61241	1	0.33%
COLONA IL	61241	16	5.33%
EAST MOLINE IL	61244	3	1.00%
ERIE IL	61250	1	0.33%
GENESEO IL	61254	218	72.67%
HAMPTON IL	61256	1	0.33%
HILLSDALE IL	61257	1	0.33%
MILAN IL	61264	1	0.33%
MOLINE IL	61265	6	2.00%
ORION IL	61273	3	1.00%
OSCO IL	61274	1	0.33%
PROPHETSTOWN IL	61277	1	0.33%
SILVIS IL	61282	2	0.67%
MINERAL IL	61344	1	0.33%
PRINCETON IL	61356	1	0.33%
SHEFFIELD IL	61361	1	0.33%
ALTONA IL	61414	1	0.33%
GALVA IL	61434	2	0.67%
KEWANEE IL	61443	3	1.00%
VIOLA IL	61486	1	0.33%
WOODHULL IL	61490	1	0.33%

300