APPENDIX LLL-9-7
March 8, 2010

Date: February 24, 2010

To: Daniel A. Nerad, Superintendent

From: Kurt Kiefer, Chief Information Officer
Pam Nash, Assistant Superintendent of Secondary Schools
Lisa Wachtel, Executive Director for Teaching & Learning

Subj: Infinite Campus Teacher Tool and Parent/Student Portal Report

I. Introduction

A. Infinite Campus Teacher Tool and Parent-Student Portal Use

This report is to fulfill the Board of Education directive that "...the administration document teacher use of Infinite Campus and barriers to full implementation where they exist and to use that data to develop a strategy to achieve 100 percent implementation by the end of 2012 or earlier if technically feasible."

B. Presenters

Kurt Kiefer, Chief Information Officer
Lisa Wachtel, Executive Director of Teaching & Learning
Pam Nash, Assistant Superintendent of Secondary Schools

C. Background information

The Board of Education has shown concern with current levels of participation among staff, parents, and students in the use of the Infinite Campus student information system. This concern comes despite many efforts to engage the stakeholders with various professional development opportunities and promotional campaigns over the past three years. In December 2009, the Board was provided a summary from a staff survey conducted on the topic explaining why staff had been reluctant to use the teacher tools. That report is found as an attachment to this report (see Attachment 1).

A survey of Wisconsin school districts was completed to determine the standards for teacher use of student information system technologies in the state. The survey gathered information about the use of grade book, lesson planners, and parent and student portals. Responses were collected and analyzed from over 20 Wisconsin districts. Nearly all responding districts report either a requirement for online grade book use, or have close to 100 percent participation. (See Attachment 2).

D. Describe the action requested of the BOE

The administration is requesting that the Board of Education take action in support of the proposed action steps to enhance the overall use of the teacher and portal tools among our stakeholders.

The proposed time line for full teacher use of grade level appropriate Infinite Campus teacher tools is:

- High school teachers   End of 4th Quarter, 2010-2011
- Middle school teachers   End of 4th Quarter, 2011-2012
- Elementary school teachers   End of 4th Quarter, 2011-2012 (calendar feature only)

II. Summary of Current Information

A. Provide a brief synthesis of the topic

Below is a description of the Infinite Campus teacher tools and the parent-student portal.

1. Teacher Tools

The Infinite Campus teacher tools include the following:

Teacher Messenger - allows teachers to send messages to their students and/or parents of their students. Teachers can create message templates, and then re-use the message between sections.

Lesson Planner – includes two components: assignments and activities. Assignments can be created in the lesson planner and then graded right from the grade book. Assignments are NOT required to be graded in the grade book, and can simply be posted for students and parents to view in order to communicate upcoming tasks and activities. Teachers can run reports for missing assignments and these can be shared with parents and students via the messenger.

An activity is a non-graded event that may occur over a range of dates. For example, a user would indicate that the class would be doing library research for a week, re-enacting an event from a piece of literature, or going on a field trip. Activities are like assignments, but students do not receive grades for the activity. However, the activity will appear on the student's calendar in the portal and on the Daily Planner.

Teacher Newsletter - provides a way for teachers to communicate with all course sections within Infinite Campus. This tool eliminates the need for the teacher to print off announcements or other sorts of communication and risk the student losing the notice.

Grade book - allows the teacher to enter scores for the students in the selected section. As soon as the score is entered and saved, the student's grade calculation is updated so that administrators, counselors and parents can see the student's progress. If a teacher uses grade book they can also communicate with parents on two topics. The Missing Assignment Messenger function works similarly to the Missing Assignment report. The teacher selects the assignments and students on which to report, and if a student's assignment is flagged Missing, a message will be created to the guardians of that student. The Failing Grades messenger tool is mainly relevant to high schools. Teachers can select the grades that are considered failing, and determine whether to pull calculated grades (assignment grades) or posted grades (grading task grades).

We initiated the Infinite Campus roll out with a series of train-the-trainers sessions in which schools designated at least one person to tbe their "teacher contact." High schools had three or more staff serve in this role. They guided initial training on the teacher tools. Self help tools and professional development to support the use of Infinite Campus has been provided since the roll out of Infinite Campus in 2006. There is a robust set of teacher tool videos and instructional documents online. These have been updated with every change to the system software. Summer workshops and training sessions during the school year led by site-based staff have occurred routinely and hundreds of staff have participated.

2. Parent and Student Portal

The Infinite Campus student information system has modules that allow parents and students to access information. Some of the information accessible to parents includes period and daily attendance, fees, transcripts, test scores, grades, and assignments. Known as the parent/student "portal," this feature has been available to middle and high school parents and students since the beginning of the 2007-08 school year. Elementary schools began using the portal this school year.

As part of this review, all schools were asked to report on what strategies they used to encourage registrations for the Infinite Campus parent portal. Below is that list of strategies they reported using. Many included those suggestions provided by a planning team that involved school and central office staff: videos, announcements for school newsletters, posters for back to school nights and parent-teacher conference days, registration and day station materials.

a. High School Strategies

- In newsletters, registration packets.
- Registration, conferences, all new registrants.
- Stacks of Forms
- Had stacks of forms and an assistant principal to monitor it.
- Helped at ESL meeting - got parents signed up. When parents question attendance, missing assignments, etc. Try to get them to sign up.
- Tell students to have parents sign up, encourage parents when call on phone.
- Registration, new student enrollment packets, any parent phone calls.
- Registration packet - form included, newsletters, staff available to help.
- In monthly newsletter, at Go to School and Conferences

b. Middle School Strategies

- At registration, we had a table set up / newsletters with portal information and someone instructing parents.
- Newsletter articles; Open house sign-ups; Conference sign-ups.
- We have a table at registration but not during the school year.
- Had a table in the registration line, staffed each day.
- We set up a table at registration; notice reminder in newsletter.
- Table designated at registration.
- On Registration days, had a table for sign-up, on-going applications available.
- Notice to parents to sign up, met with learning coordinator, have ongoing forms available, will include in newsletter.
- Notice in newsletter. Register for during registration, open house, PTSO meetings, stop at office. Plus training at conference days and open house.
- Head secretary does this at registration and here & there throughout the year, as well as a training session set up for parents during conferences.
- Registration Days - It was available and I explained the form. First Quarter teacher conference station set-up in gym.
- Registration - Forms available and staff available to help.
- Our learning coordinator does this at registration.
- On table at registration (no person with table). Available at open house. Had DVD & person to talk to parents about it. Articles in newsletter. Have had essentially no interest.

c. Elementary School Strategies

- Table at registration, additional person to staff table.
- At open house, I set up a table in the Gym. A few people signed up, but it got so crowded with parents with the PTO ice cream, no one could see me.

- Table at registration - run by S&L teacher.
- Table at registration, newsletter, posters, agreement in new student packet.
- We signed up some & those who had questions or wanted more info - we had them write name and phone number and someone from Glendale would contact
- Table at back to school night - librarian ran.
- Table at registration and open house to get parents to sign up - several signed up.
- Received too late for registration. Parents who asked received form.
- Sign-up form was included in each folder at registration. Was also included in newsletter.
- Sent note home to parents asking to stop in to sign up for parent portal.
- Separate letter sent in November.
- Table at registration, run by principal.
- Had parents sign up at registration. Principal was there to answer questions, etc. Great percentage of parents do not have computers in their homes.
- Nothing done.
- Available at August Enrollment Day; Blurb in parent newsletter.
- Table at registration (took additional person)
- Parents who asked received form. Table run by computer teacher at open house.
- Table at registration. Forms given when asked.
- Registration time and ongoing - we advertise in our newsletter.
- Not done at registration. Not enough "person power". Done at one PTA meeting. Lots of families no computer. Will do this fall.
- Gave parent form with password when signed form was turned in. Busy day - most parents do not know what it is for.
- Distributed at open house in September - several signed up.
- Table at registration

B. Recommendations

In order to meet the goals identified in I.D above, the following recommendations are made for the teacher tools. We also propose recommendations for enhancing parent and student portal use.

1. Teacher Tools

A teacher support model is being implemented that will provide all staff with the tools and resources they need to effectively use the teacher components of Infinite Campus. Support models include two categories: Self Help and Professional Development.

a. Self Help Resources

Teacher Help Pages have been created and organized under Infinite Campus Teacher Help tabs in Infinite Campus. These pages include a variety of documents, video clips and instructions for basic features in Infinite Campus. The pages are designed by level to provide specific information based on the different needs and uses at elementary, middle and high school. General information pages are also created to support the general communication and daily requirements of Infinite Campus for all teachers.

A school calendar has been created to help communicate the various Infinite Campus teacher tools with times of the year when it is most beneficial to send teachers links to specific self help tools. For example, prior to 1st quarter progress reports, Infinite Campus messages will be used to provide links to specific features that are required or helpful to complete progress reports. Useful Infinite Campus features at this time of year are information describing how to use the "comment fill tool", "messenger" and "activities".

An outline of the support found on the Infinite Campus Teacher Help pages include:

4

- General Information
  - Communication with Students and Families
  - Getting Started
  - Attendance
- Elementary
  - Entering PLAA/PMA scores
  - Grading tasks, scales and comments
  - Quarterly grading responsibilities
- Middle School
  - Lesson planner
  - Posting grades
  - Generating reports
- High School
  - Lesson planner
  - Posting grades
  - Generating reports

b. Professional Development

Professional development to support the use of Infinite Campus has been provided since the roll out of Infinite Campus in 2006. There are several types of professional development, including summer workshops, school-based professional development, embedded professional development, and support for new educators. Information about each of these professional development strands are provided below.

   i.   Summer Infinite Campus Training

Half-day Infinite Campus training sessions have been offered since the original launch of Infinite Campus in Fall 2006. These sessions are scheduled regularly during the last weeks in August, providing teachers the opportunity to set up their grade books and lesson planners prior to the beginning of the school year. Teachers can choose either a morning or afternoon session over the course of two-weeks.

- Offered each year
- Half day sessions in August
- Compensation options include extended employment or professional advancement credit
- Sessions are specialized by level
- Specialized support for Infinite Campus building contacts
- Specialized support for middle school standards-based grading and reporting
- 2010 sessions will be customized for elementary teachers, middle school teachers, and high school teachers

   ii.   "Train the Trainers" Professional Development

Infinite Campus Teacher Contacts were recruited as a part of the original Infinite Campus rollout in September, 2006. Building-based contacts were a viable component of the overall support system. A goal is to revive this schools-based support system and provide site-based teacher contacts with "trainer of trainers" professional development. Infinite Campus site-based teacher contacts, learning coordinators and other teacher leaders will be offered professional development so they can provide support to colleagues in their respective buildings. High school schedulers will offer a "train the trainer" session for teachers to encourage volunteers to serve as Infinite Campus teacher contacts as more teachers begin to use campus. The goal is to offer trainings at each school during the beginning of the school year. Infinite Campus teacher contacts, including high school schedulers, will be trained as trainers beginning in April, 2010. Sessions will be targeted toward different user

levels, including:

- Train the trainer
- Grade book – initial training
- Tips and tricks in grade book for current users
- Use of Infinite Campus Grade book to facilitate greater understanding of standards-based learning, and the role of assessment (formative, benchmark, and summative) in the teaching and learning cycle.
- Integration of other emerging technologies to enhance teaching and learning

iii.   School-based Professional Development

The school-based Infinite Campus professional development sessions have been successful due to several factors, including convenience, ability to learn among and with peers, and the ability to localize the focus of the session to the immediate needs of a particular group of teachers. Information needed for school leaders to set up a professional development session at their site is available here: http://infosvcweb.madison.k12.wi.us/node/170

- Compensation options include extended employment or professional advancement credit
- Training support for teacher instructors
- Specialized support for middle school standards-based grading and reporting

iv.   Embedded Professional Development

An additional strategy to enhance use of Infinite Campus is to embed specific examples into existing professional development offerings. For example, middle school language arts professional development will infuse use of grade book into small group learning, emphasizing the value of monitoring student proficiency levels to determine next steps for instruction.

v.   New Educator Support Course

Teachers new to MMSD and first year educators are provided Infinite Campus training and support during the August New Educator Support Course. This information includes a demonstration and detailed handout describing:

- Attendance
- Teacher productivity/ searching/ reports
- Entering grades

2. Parent Portal

For parents, we recommend the following strategies to encourage broader participation in the use of the parent portal:

a.   Provide a regular statement in every school newsletter explaining what the portal is and how parents obtain access. The school contact person's name and phone number should be included in the statement.

b.   Print the information in "a" above on other mailings including:

- report cards and progress reports;
- correspondence from the Student Enrollment Office, e.g., internal transfers, open enrollment enterers, residency and guardianship, etc.;

- correspondence from the Testing and Assessment Office including state testing home reports;
- correspondence regarding the Summer School program.

c. We also recommend that a link be placed on each school home web page with a direct link to the information about the parent portal and how to obtain access. This information should also be prominently displayed on the district main web page throughout the school year and with an especially large presence in August just prior to the commencement of the school year.

d. The parent messaging system should also be used periodically to notify parents about the availability of the portal through phones calls, emails, and text messages. Consider making this information available on the daily attendance call message.

e. August registration should continue to include a special table with information about the portal.

f. The MMSD Technology Advisory Group has discussed forming a Technology Parent Network which might be a vehicle for promoting use of the portal as well as teaching parents about how to access and use it.

g. Create more features that are online and connected to the portal. For example, progress reports and report cards are all accessible from the portal. Appeal to the "green" and cost-effectiveness arguments that online information access provides over traditional paper and mail methods. Specifically, we should add a line to the printed report card reminding parents they can get a portal account and that they can choose to get their report cards electronically only (not paper).

3. Student Portal

For students, the greatest degree of use would come from regular access. Examples include the following:

a. All daily announcements other than the most critical in regard to timeliness should be placed only on the portal. This would pertain to activities and after school clubs as well as regular school activities. Students would be required to retrieve these.

b. Grade 6 and 9 orientation for students should be required to include explaining how to access the portal.

c. Mandate that middle school computer classes include a unit at the beginning of the year to show students how to access the portal.

d. The portal should become a "one-stop-shop" for many other features we expect students to access online, e.g., WisCareers, the Individual Learning Plan, Moodle, email, etc., with links to these applications embedded on the portal. User names and passwords should synchronize across these systems to simplify access.

e. The survey feature should be used on a regular basis by school administrators and teachers to obtain feedback on a variety of topics. Students already access the survey tool for the annual school climate survey and the Student Senate election, but there are many more possibilities.

III. Implications

A. Budget

The professional development and compensation described in this document will be funded through the following budget sources:

- Information Services operating budget
- Teaching & Learning operating budget
- Title IID entitlement and competitive grant
- Title IID ARRA
- Microsoft settlement

B. Strategic Plan

The proposal for supporting full use of Infinite Campus teacher tools is consistent with the Strategic Plan as described below.

Student Action Plan – Relationships: Develop a consistent school communication plan that supports the relationships among school, staff, and families for use in all schools. (Plan may include Infinite Campus Parent portal, district and school web sites, school and teacher newsletters, and community meetings.)

Strategic Objective – Curriculum: Establish systems to regularly monitor successful student achievement and growth in accelerated learning pathways (See also TAG Plan, Goal 2)

Curriculum Action Plan – Assessment: Use assessment data to make continuous improvements at the classroom, school and district levels.

Strategic Objective – Staff: The district will implement supervision and evaluation procedures to support all instructional staff in meeting or exceeding proficiency with established state standards throughout their careers. This will facilitate high-quality instructional practices, evidence-based methodologies, culturally responsive practices, and 21st Century technologies, content, and skills to ensure high levels of learning by *all* students. (Consistent with TAG Plan and Equity Task Force Recommendations.)

Resource/Capacity Action Plan – Prioritize and Allocate Resources: Evaluate current use of technology resources to identify where resources are underutilized and determine methods for how technology resources can be used to improve effectiveness.

Organization/Systems Action Plan – Communication: Develop best practices for school-family communication that are sensitive to language, culture, and literacy differences.
Build staff capacity to participate in the public communication process.

Organization/Systems Action Plan – Cooperation/Collaboration: Make resources available to all school staff and administrators to share effective practices with a school.

In addition to connecting with the Strategic Plan, this proposal is also aligned with goal of the Information and Technology Plan approved by the Board of Education in 2009. These goals and objectives include the following:

Goal D.1: All staff will have skills to use appropriate technology to effectively and efficiently enhance student learning and be effective and efficient in their work

Objective E.1.2: Review functional operations for efficiency improvements and deploy as appropriate.

C. Implications for other aspects of the organization

This effort is a collaboration between the individual schools, Teaching & Learning, and Information Services. All aspects of teacher professional development will be coordinated across all entities.

IV. Supporting documentation

Attachment 1: January, 11, 2010 Infinite Campus Teacher Tool and Parent/Student Report, LLL-7-7
Attachment 2: Survey data of Student Information System Teacher Use from Wisconsin Districts

R:\Student Information System\Infinite Campus\BOE Report - Infinite Campus Teacher Tools and Portal 022510.doc

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Kurt Kiefer, *Chief Information Officer*   Daniel A. Nerad, *Superintendent of Schools*

Date: December 22, 2009

To: Daniel A. Nerad, Superintendent

From: Kurt Kiefer, Chief Information Officer
Lisa Wachtel, Executive Director for Teaching & Learning

Subj: Infinite Campus Teacher Tool and Parent/Student Portal Report

APPENDIX LLL-7-7
January 11, 2010

This report summarizes data on the use of Infinite Campus teacher tools and the Parent and Student Portal. Data come from a survey conducted among all teachers responsible for students within the Infinite Campus system and an analysis of the Infinite Campus data base. Below are highlights from the report.

- About half of all middle and high school teachers responsible for providing grades to students are using the grade book tool.

- Grade book use has declined over the past year at the middle school level due to the introduction of standards-based grading. In addition to the change in grading approach, the grade book tool in Infinite Campus does not handle standards-based grading as efficiently as traditional grading.

- Lesson Planner and Grade book use is most common among World Languages, Physical Education, and Science teachers and less common among fine arts and language arts/reading teachers.

- Grade book and other tool use is most common among teachers with less than three years of teaching experience. Seventy percent of teachers responding to the survey within these years of experience category report using the tools compared with about half of all other experience categories.

- Most of the other teacher tools within Infinite Campus, e.g., Messenger, Newsletters, reports, etc., are not being used due to a lack of familiarity with them.

- Many teachers expressed interest in learning about how they can use other digital tools such as the Moodle learning management system, blogs, wikis, and Drupal web pages.

- About one third of parents with high school students use the Infinite Campus Parent Portal. Slightly less than 30 percent of parents of middle school students use the Portal. Having just been introduced to elementary schools this fall, slightly more that ten percent of parents of students at this level use the Portal.

- Parents of white students are more likely to use the Portal than are parents of students within other racial/ethnic subgroups.

- About half of all high school students have used the Portal at one time this school year. About one in five middle school students have used the Portal this year.

- Variation in student portal use is wide across the middle and high schools.

Follow up is planned during January 2010 with staff on how we can address some of the issues related to enhancing the use of these tools among staff, parents, and students. This report is scheduled to be provided to the Board of Education in February 2010.

Infinite Campus Teacher Tools and Parent/Student Portal Report
December 2009

Introduction

This report summarizes data collected both from Infinite Campus data base records as well as responses to a survey of classroom teachers. The information explored the use of various tools within Infinite Campus that are available to teachers, students, and parents. While there are many more functions available within the entire student information system, these tools are an important part of the instructional and home-school communication process.

This analysis is to be supplemented in a follow up report in which we explore approaches for enhancing the participation among teachers in the use of such tools.

Background

Infinite Campus was deployed in the 2006-07 school year after an extensive review process involving hundreds of stakeholders including teacher, instructional staff, office staff, administrators, and parents. The parent and student accounts within Infinite Campus, known as the "Portal," were deployed at the middle and high school levels the following school year and then at the elementary level this school year.

Training was seen as critical to the deployment and each school site provided staff who participated as their school building contacts to conduct such training and supported on-going questions of staff. All staff were required to participate in a training session on the basic navigation within Infinite Campus and how to take attendance in August 2006 on the days professional development days preceding the 2006-07 school year. Training on how to post term grades was conducted for all staff responsible for this task during first months of the 2006-07 school year. Voluntary training sessions have been conducted each school year and summer since the system was deployed on these tools for all new staff and for continuing staff who wished to learn more about other features within Campus. Trainers and participants have been compensated for their participation in sessions. Dozens of sessions have been held that have included hundreds of staff since 2006.

Portal implementation was conducted by school staff as well. Materials and training on approaches to deployment were provided to all schools to assist them with this process. We borrowed ideas for this deployment from other school districts across the country who had previously implemented the Portal. Each school was required to have their plan reviewed by the assistant superintendents and the central office support staff. The Portal is available in both English and Spanish. Special sessions on the Portal have been held in conjunction with internal staff and third party agencies to target non-English speaking families.

Methodology

A survey was conducted online via the Infinite Campus Survey tool, a method we have used previously for various staff surveys over the past two years (see Appendix A). It was sent to all teachers who currently were associated with students on the Infinite Campus Scheduling module. It was not sent to other instructional staff such as school social workers, psychologists, nurses, guidance counselors, or secretaries. The survey was conducted between November 12 and 25. Emails were sent to all sampled staff both on November 12, and again midway through the process as a reminder and thank you message. A total of 1,536 teachers were sampled and 583 responded, or 38 percent of the total. All responses were anonymous.

In addition to the survey, data within the Infinite Campus Parent and Student Portal data bases were analyzed to determine how those tools were being used.

Survey Respondent Characteristics

The respondents tended to be slightly over-represented by middle and high school teachers. About two-thirds of respondents taught at these grade levels. This is probably not surprising as many of the Infinite Campus teacher tools tend to be focused more at the middle and high school grade levels than at elementary grade levels.

In regard to the number of years taught the distribution of respondents was fairly even.

Years taught	Total
Less than 3 years	10%
3 to 8 years	19%
8 to 15 years	24%
15 to 20 years	21%
More than 20 years	25%

The subjects areas survey respondents taught reflected an even distribution of disciplines.

Math	18%
Language Arts/Reading	18%
Social Studies-History	16%
Science	14%
Special Education	6%
Other	6%
World Languages	4%
Career & Technical Education	4%
English Language Learners	4%
Fine Arts	4%
Physical Education	3%
Technology	3%

Teacher Tool Use

Below is a brief description of the tools which were included in this analysis along with the results reported by the survey respondents. Where appropriate data are also included which were extracted from the Infinite Campus data base around usage of specific tools. A complete copy of the survey is included for reference as Appendix A.

Teacher Messenger

The teacher messenger allows teachers to send messages to their students and/or parents of their students. Teachers can create message templates, and then re-use the message between sections.

Less than ten percent of respondents reported using this tool. Of the teachers using Messenger, teachers at the middle school level were most likely to use it (17%). When asked why they did not use the tool most cited they were not familiar with the tool. A significant number of middle school teachers also cited that while they were familiar with the tool they did not have time to use it.

Lesson Planner

There are two item types that can posted in the Infinite Campus lesson planner, both of which are viewable – at the teacher's discretion – within the parent and student portal. Assignments can be created in the lesson planner and then graded right from the gradebook. Alternatively, assignments are NOT required to be graded in the gradebook, and can simply be posted for students and parents to view in order to communicate upcoming tasks and activities.

About one third of responding teachers indicated they posted assignments within the lesson planner. Over half of all high school teachers responding to the survey reported posting assignments and over one third of middle school teachers were posting assignments. Currently, virtually no elementary teachers post assignments which is not unexpected given the nature of the tool and the relatively recent deployment of the parent portal at the elementary level. Among reasons for not using the tool, elementary teachers most often indicated they were not familiar with it and historically most elementary teachers have not used electronic grading tools. Majorities of middle and high school teachers indicated "other" reasons. For middle school teachers these reasons often referred to time required and complicated nature of the process. High school teachers not posting assignments often cited other reasons such as their role not being one that provided grades, e.g., a special education cross categorical teacher, or parents not having access to the Internet and therefore the portal.

The second concept which can be included in the lesson planner is an activity which is a non-graded event that may occur over a range of dates. For example, a user would indicate that the class would be doing library research for a week, re-enacting an event from a piece of literature, or going on a field trip. Activities are like assignments, but students do not receive grades for the activity. However, the activity will appear on the student's calendar in the Portal and on the daily planner calendar within the Portal.

Less than ten percent of the teacher respondents indicated that they posted non-graded activities to the lesson planner where parents and students could view them in the Portal. Thirteen percent of both the middle and high school teachers who responded to the survey reported using this feature. None of the elementary teachers use it, again not surprisingly given the recent deployment at the elementary level. The most frequent reason for not using the tool was that teachers were not familiar with the feature. Many middle school teachers cited various "other" reasons including the time it takes to do the task of posting the information.

Teacher Newsletter

The teacher newsletter provides a way for teachers to communicate to parents for all class sections to which they are assigned within Infinite Campus. This tool eliminates the need for the teacher to print off announcements or other sorts of communication and risk the student losing the notice.

Less than three percent of teachers are using the newsletter tool. When asked why they are not using the tool more than half cited they were not familiar with the tool. Others responded that they used alternate methods of communication such as email messages directly to parents, and some again cited the lack of access some parents had to the Internet and thereby the Portal.

Grade Book

The grade book allows the teacher to enter scores for the students in the selected class section. As soon as the score is entered and saved, the student's grade calculation is updated so that administrators, counselors and parents can see the student's progress in the Portal.

About half of the survey respondents reported they used the grade book module. About three quarters of all high school teacher respondents reported they used the grade book and just under two thirds of middle school respondents reported using the tool. The majority of staff not using the grade book indicated a reason "other" than familiarity with the tool, time to explore the tool, or seeing no value with

3

the tool. Within this "other" category middle school teachers cited a lack of fit between standards-based grading and how the tool is configured and calculates grades, e.g., lack of a trend score feature. Several of the high school teachers citing the "other" reason included not having the responsibility for grading as a part of their work, having a preference for paper, and parents lacking access to the Internet and therefore the Portal.

In addition to the survey responses, an analysis was completed on the number of middle and high school teachers posting assignments and activities to the Infinite Campus grade book data base during this school year. Overall, nearly half of all high school teachers and just less than two of every five middle school teachers were posting this information. Variations across schools were significant. The highest middle school participation was Hamilton at 51 percent while the lowest reported middle school was Spring Harbor at 16 percent. Among the large high schools, La Follette had the highest participation rate at 58 percent while east was the lowest at 35 percent. Alternative program participation tended to be lower than the other high schools.

	Yes		No		Total
Level	#	%	#	%	#
Middle	169	38%	281	62%	450
High	275	49%	287	51%	562
Total	444	44%	568	56%	1012
Black Hawk	10	27%	27	73%	37
Cherokee	18	33%	37	67%	55
Hamilton	29	51%	28	49%	57
Jefferson	19	45%	23	55%	42
O'Keeffe	14	31%	31	69%	45
Sennett	18	34%	35	66%	53
Sherman	18	37%	31	63%	49
Spring Harbor	4	16%	21	84%	25
Toki	15	30%	35	70%	50
Whitehorse	17	40%	25	60%	42
Wright	7	18%	31	82%	38
Aff Alt	7	32%	15	68%	22
East	46	35%	87	65%	133
La Follette	74	58%	53	42%	127
Memorial	76	55%	61	45%	137
Shabazz	0	0%	17	100%	17
West	73	49%	77	51%	150

Based on the two sources of data – the teacher survey and the Infinite Campus data base – it appears that overall about half of all middle and high school teachers use the grade book to some extent.

There is also some variation in the rate of grade book use based on the subject area taught by the teacher. These data come from the self-reported responses to the teacher survey. Below is a summary that analyzes these data by high school and middle school levels. World language teachers tend to be high reported grade book users at both levels and fine arts teachers are low reported users at both levels. Physical education and science teachers also tend to be frequent users based on self-reporting data in the survey.

Subject Area	High School Respondents			Middle School Respondents		
	% Using	# Using	Out of	% Using	# Using	Out of
Career & Technical Education	81%	21	26	50%	2	4
Fine Arts	56%	5	9	50%	8	16
Language Arts/Reading	61%	19	31	57%	35	61
Math	75%	33	44	65%	30	46
Physical Education	92%	12	13	71%	5	7
Science	85%	28	33	65%	20	31
Social Studies-History	69%	20	29	57%	27	47
World Languages	83%	15	18	85%	11	13

It appears that the number of years spent teaching is a significant factor in determining who is and who is not using the grade book tool. Seventy percent of teachers who have taught less than three years report that they use the grade book tool in Infinite Campus. For all of the other years of experience ranges the figure is roughly half that use the grade book.

Years taught	Using Grade Book?
Less than 3 years	70%
3 to 8 years	46%
8 to 15 years	49%
15 to 20 years	53%
More than 20 years	48%

There are two other Infinite Campus modules that teachers can use if they use the grade book tool – the missing assignments and failing grades messenger modules.

Missing Assignments Messenger

The missing assignment messenger function works similarly to the missing assignment report. The teacher selects the assignments and students on which to report, and if a student's assignment is flagged missing, a message will be created to the guardians of that student.

Of the middle school teachers responding to the survey indicating they used the grade book tools, about one in five also indicate they use the missing assignments messenger tool. Among high school teachers using the grade book a smaller group use the missing assignments messenger, 13 percent. The most common reason for not using the tool was a lack of awareness of the tool.

Failing Grades Messenger

The failing grades messenger tool is mainly relevant to high schools. It works similar to the Eligibility Report, another report provided to teachers within Infinite Campus. Teachers can select the grades that

are considered failing, and determine whether to pull calculated grades (assignment grades) or posted grades (grading task grades).

An even smaller percentage of teachers reported they use the failing grades messenger compared to those using the missing assignment messenger. Less than ten percent of both the middle and high school teacher respondents reported using the missing assignment messenger. The most common reason for not using the tool was once again the lack of awareness.

Other Instruction Module Reports

The Instruction module within Infinite Campus provides a variety of reports for teachers to use. Below are the titles of these reports.

Assignment Analysis Graph (high school only)
Attendance Register
Attendance Summary
Blank Spreadsheet
Gradebook Export
Grades Report
Missing Assignments
Portal Usage Roster
Roster Label
Section Summary
Student Assessment Summary
Student Summary
Teacher Schedule

The most common reporting tool teachers identified they were using was the feature that created a blank spreadsheet with student names on it for their classroom sections. Nearly three of every five respondents use this feature. Other popular reports include the attendance summary (47%), student summary (46%), attendance register (45%), and the grades report 43%).

Below is a list of the specific comments provided by teachers regarding reports they would like included in Infinite Campus. Many comments reference features already available in Infinite Campus indicating a lack of awareness of the features.

An attendance summary by student which shows the attendance history for the day of all the kids in a specific class . . . would help me to see if the attendance problems were specific to my class or to a particular student without me having to open the roster and check attendance and write a note to myself for each student. Might look like a chart with kids names on one axis and period of the day on the other axis and show the attendance marked for each period (similar to the markings used on the attendance summary for a specific class which just shows the attendance for the one period. . .

I use it to do my report cards.

1. A report that lists all parent contact numbers and emails for students without having to print individual pages on each student- too much paper. Roster doesn't list enough detail for contact info.

2. Teacher messenger doesn't interface with GroupWise - parents can't reply?? Or can they? I've tried messenger but do not have much training on it. Would like more. Does teacher messenger go to parent email accounts? Can we transfer email addresses to our GroupWise account for each class list?

3. Having the ability to have two windows open at a time would improve my efficiency. For example, allow the gradebook window to be open as I do 'grading by task' so that I can look at data entered in the gradebook as we make personalized comments or have individual comment fields imbedded in the gradebook rather than in the separate area of 'grading by task.' Then the comment fields could be 'posted' along with the grades.

4. Have the ability to write comments all quarter long. Yes, I know we can write a comment on an individual assignment. But it would be fabulous to have a comment field in each 'Content Folder' like we have a field for the grade so that the report card comments can be built as we go rather than the hours needed to write individualized comments during the 'open grading window.' In math, for example, we could have our comments done as soon as we are done with the unit that covers that standard. (NOTE: this does exist in Infinite Campus)

A complete printout of all scores for a semester with quarter grades, exam grade and semester average

A list on one page per student of all the assignments and grades, without having to print a section summary for every student.

A section grade report that would show multiple grading periods. For ex. 1st quarter and second quarter on the same paper.

A tool that would change information to Spanish, or mail letters to parents that do not have access to email, more than at progress report time.

Ability to email grade reports to parents when they request it. Ability to create groupings of students on a print out for cooperative work or grouping by assessment

Ability to print student pictures with the student summary

All of these reports sound great, but finding time to learn to use them is a big problem. I only use the gradebook for one of my classes; the grading system for my other class does not lend itself to use of the program. The program is very quirky and clunky; it is not very intuitive. Also many of the students I work with do not have computer access in the home, so their parents would not be able to access the information even if posted. Also, they are not very likely to go to a public library to access the information. Many of these parents rarely attend conferences and go to school night.

Changing how missing assignments are designated would be very helpful. I would prefer to enter M or MA into the boxes because it really slows down my grade entry to go back and forth from the mouse to the keyboard.

Class summary that shows quarter grades, exam grade & semester grade.

Combined Attendance and Student Summary

Daily list of students on fieldtrips or absent. (NOTE: this does exist in Infinite Campus)

Getting Section Summaries that include quarter grades, semester exam grades and semester grades for those of us that do composite grading (most of us). The new report format may do this?? I have not had time to explore it.

Grades report for athletes. (NOTE: this does exist in Infinite Campus)

I grade on a 4 point scale, but cannot figure out how to hide averages based on percentages and instead have averages out of 4 points, it would be nice for my student's grade to show as '3' instead of a '75%'

I have tried to do some things with IC, but it usually will not let me. I don't feel Elementary teachers have such great access, or have been given instruction as to how to use them

I love IC!

I simply am not very tech savvy. I would use it all if I could learn them. Send help! SOS!

I suppose there are some that may be very helpful--I'm coming at this from a position of ignorance. I am not sure what might be possible.

I think this is mostly done for middle and high school teachers to use. I find the grade book very complicated for my second graders. I have made my own grid and rubrics to keep track of progress.

I used reports above regularly when I taught middle school, but at elementary we aren't allowed into gradebook for the 1st quarter, which has meant I got out of the habit for 2nd.

I wonder if there is a practical application of these tools for the primary grades... it may be the case, but I see it as too cumbersome and time consuming for a 2nd grade teacher.

I would like a report that shows a selection of assignments and also the current quarter grade on the same sheet of paper. It would also be nice to have a report that would show the grades for each quarter, the semester exam grade and the semester grade on one sheet of paper.

I would like a way to post the actual assignment/worksheet so the parents and students could access it. (NOTE: this can be done in the Moodle learning management system which is linked to Infinite Campus)

I would like these reports to print out in LANDSCAPE.

I would like to be able to print off a report for that includes quarter grade, exam grade and semester grade (all in one report) for the entire class section (by name and/or ID number).

Infinite campus is designed to meet the needs of secondary students. It does not meet my needs as an elementary teacher.

It would be helpful to have a report for the whole class where you can pull up specific assessment information— ACCESS results, text reading level, report card standards. (NOTE: this does exist in Infinite Campus)

Just having the power standards grading guides in IC would be fantastic.

List of students with homeroom teacher. Set of labels with only the student name on them. (NOTE: this does exist in Infinite Campus)

Not a new report, but I would like to have all reports containing student information numbered. It is a pain to have to count how many students are in each class all the time. I would also like to be able to have the student's and AND ID #, not one or the other. It would be nice to have a report on which we can record book numbers.

Not familiar - not sure it's necessary

Not tailored towards early elementary teachers

permanent record info... what schools attended when (NOTE: this does exist in Infinite Campus)

Please make the reports function easier to use. The way they're named makes it hard to tell one from the other. As a general rule, teachers want to print out grade reports to hand out to their students. This should be easy to find and do.

Please number the students in a class when you have them on a list. It's so much more efficient to verify class lists and absences when you see the number

Report card (NOTE: this does exist in Infinite Campus)

Roster that includes SLC info

Seating Chart (NOTE: this does exist in Infinite Campus)

Seating Chart (NOTE: this does exist in Infinite Campus)

Seating Chart (NOTE: this does exist in Infinite Campus)

Seating Chart (NOTE: this does exist in Infinite Campus)

seating chart is helpful to print their pictures

Some of the functions are not intuitive and it would be great to be able to carry assignments over from one year to the next in a more simplified manner without having to change the year. Sometimes the % features are confusing. We should be able to do a set up for all classes of the same level at the same time without duplicating our work.

Something geared more specifically to Physical Education, which involves requirements for changing into gym clothes/wearing gym shoes; participation level; effort; physical skill ability and assessment; attitude, behavior, responsibility; teamwork, sportsmanship.

Something that shows all children at their levels

Student assessment summary with multiple subjects (NOTE: this does exist in Infinite Campus)

Student behavioral referrals summary (NOTE: this does exist in Infinite Campus)

The ability to save in a word document to print. (NOTE: for most screens, this does exist in Infinite Campus using the pdf file format)

The district administration needs to stop this irresponsible tactic of asking 'why don't you do this' when no experimental trial, training for use, or time for continual use is provided. You simply dump more and more stuff on us and expect it to be done in the same amount of time.

The reading levels are not posted on elementary report cards, even though we do enter them. It would be helpful for elementary teachers to have those levels available with the rest of the report card display. (NOTE: text reading levels are printed on Elementary report cards)

The seating chart feature is difficult and not very flexible for my setup. I have to share a computer with my office mate and therefore do not have time to use the computer whenever I would like.

There are many reports that would be helpful. I do not have the time to list them all.

There are more that I might use and don't know the names of.

There may be but I am not aware of it.

To be able to merge all sections of a course and compare statistics of those students

Used to use a majority but with the switch to trend scores have not used because confusing to parents

View other teacher's rosters (NOTE: this does exist in Infinite Campus)

Why is it that a program used for both attendance and grades cannot automatically flag assignments in the gradebook on days for which a student had an unexcused absence? It is very cumbersome to look back and make sure a student is eligible to make up an assignment or test with the current setup.

Yes. I would love to print out a report with ALL contact numbers included. The roster includes the home number, but I need to have a hard copy of all the parental/guardian contact information. I want to be able to have multiple students on one page too.

Other Instructional Tools

The survey also explored teacher use of other digital tools beyond those provided through Infinite Campus. These included a learning management system known as Moodle, blogs, wikis, social networking, and teacher/classroom web pages.

Moodle

The District uses the learning management system known as Moodle for teachers to provide online access to curricular resources for their students, create and administer quizzes and tests, and build wikis and blogs. As of the beginning of this school year, teacher and student Moodle accounts are now automatically created for every classroom section that a teacher is assigned to in Infinite Campus, eliminating the administrative tasks of setting up accounts manually. There is a direct link to Moodle within the Infinite Campus Instruction module.

Roughly ten percent of the teachers responding to the survey indicated they use Moodle. This is fairly balanced across all three levels, i.e., elementary, middle, and high. The most common reason cited for not using Moodle was a lack of familiarity with the tool. When asked if they would be interested in professional development around Moodle over seventy percent of middle and high school teachers responding to the survey indicated they would be interested and over half of the elementary teacher respondents were as well.

Blogs

Blogs are a type of website, usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video and links to other Web sites. Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. The ability for readers to leave comments in an interactive format is an important part of many blogs. Most blogs are primarily textual, although some focus on art, photographs, videos, music, and audio (podcasting). It has been suggested that student use of a blog could serve as a self-assessment and self-reflection tool with the appropriate prompts and parameters. Moodle includes a blog tool.

About five percent of teacher respondents reported that use a blog tool as part of instruction, with middle and high school being more common than at the elementary level. Blogger and Blogspot were the most common blogging tools among teachers using a blog.

Wikis

Wikis are a type of website that allows the easy creation and editing of any number of interlinked Web pages within a browser. Wikis are often used to create collaborative websites, to power community websites, for personal note taking, in corporate intranets, and in knowledge management systems. Most wikis serve a specific purpose, and off topic material is promptly removed by the user community. Moodle includes a wiki tool.

Slightly fewer teachers reported in the survey that they use a wiki as part of instruction compared to those using blogs, less than five percent of the respondents. High school teachers were more likely to be using a wiki compared with middle and high school teachers. The most common wiki tools used were Wikispaces and PBwiki.

Social Networking

Social networks focus on building online communities of people who share interests and/or activities, or who are interested in exploring the interests and activities of others. The main types of social networking services are those which contain category divisions (such as former school-year or classmates), means to connect with friends (usually with self-description pages) and a recommendation system linked to trust. Facebook and Twitter are considered social networks. Moodle has a space where students and teachers

9

can communicate both synchronously and asynchronously yet is considered a "closed" network as only the teachers and students within a classroom section are members.

Less than five percent of survey respondents indicated they used a social network tool as part of instruction. Like wikis, high school teachers are more likely to use a social network compared to elementary and middle school teachers. Facebook is the most commonly used social network tool among the respondents.

Web Pages

Increasingly, teachers are using the web to post information about their classrooms. The District's Drupal content management system allows teachers to manage their classroom web pages for the public. This is a very recently enacted feature and more communication and professional development is needed among our staff.

Slightly more than seven percent of teachers responding to the survey reported using a web page for managing their classroom content on the Internet. Over ten percent of the high school teachers responding to the survey indicated they maintained a web page for their instructional purposes while eight percent of middle school teacher respondents use a web page. Only two percent of elementary school teacher respondents reported using a web page. Google web pages were cited most frequently as the medium these teachers used. Drupal is another tool they use, which should grow now that each teacher has been granted access rights to a separate web page for each of their classrooms.

Learning About New Tools

When asked what is the most effective method for you to receive information about how to locate self-directed help resources, e.g., "how to" guides, frequently asked questions, other training materials, etc., a large majority of teachers responding to the survey indicated that email announcements were the best method.

Parent and Student Portal

Parent Portal

Data were analyzed from the Infinite Campus Parent Portal data base to determine what number and percentage of parents were accessing the system. The data were collected from the data base as of December 2009. The table below shows the data by number of parents with Parent Portal accounts and the last calendar year in which they accessed those accounts. Parents in this table are defined as those having official rights to records for individual students. Each Parent Portal account has access to every student for whom the parent has rights to records. Many parents may have rights to more than one student. Similarly, the majority of students have more than one parent with such rights. The data are therefore duplicated in such cases when the parent has rights to more than one student enrolled in multiple schools. The analysis attempts to show the degree to which the portal is being used at each school which is why the duplicated data are provided.

As the table below indicates, just over one in five parents currently have a Parent Portal account. Larger percentages of parents have accounts among high school students (34%) compared to middle (28%) and elementary (12%) schools. While the middle and high school Portal accounts began to be established two years ago, elementary schools began this process in the fall of 2009. (Note: Some MMSD staff actually began using their Portal accounts as early as 2006 as part of the piloting and roll out process.)

The variation across schools in Portal usage is narrow at the high school level, but somewhat wide at the middle and elementary levels. At the four large high schools the variation ranges from a low of 29 percent at East High School to a high of 38 percent at West High School. For middle schools the range is a low of 13 percent (Sherman) to a high of 40 percent (Whitehorse). Even though elementary schools

only began to use the portal this year there are some schools already with high proportions, e.g., Marquette (23%), Stephens (20%), Randall (19%), Crestwood (18%), and Van Hise (18%).

School	Parent Does NOT have Portal Account	Parent DOES have Portal Account Last Year They Accessed Portal					Total Parents	Parent Does NOT have Portal Account	Parent DOES have Portal Account Last Year They Accessed Portal				
		2006	2007	2008	2009	Total			2006	2007	2008	2009	Total
Allis	618		5	4	26	40	658	94%	0%	1%	1%	4%	6%
Chavez	994		2	2	151	158	1152	86%	0%	0%	0%	13%	14%
Crestwood	603		6	7	108	136	739	82%	0%	1%	1%	15%	18%
Elvehjem	673		7	7	73	90	763	88%	0%	1%	1%	10%	12%
Emerson	437		3	3	41	49	486	90%	0%	1%	1%	8%	10%
Falk	448		1	5	55	63	511	88%	0%	0%	1%	11%	12%
Franklin	639		4	7	56	68	707	90%	0%	1%	1%	8%	10%
Glendale	671		17	3	32	55	726	92%	0%	2%	0%	4%	8%
Gompers	364				43	45	409	89%	0%	0%	0%	11%	11%
Hawthorne	475		4	9	43	56	531	89%	0%	1%	2%	8%	11%
Huegel	632		2	6	64	77	709	89%	0%	0%	1%	9%	11%
Kennedy	892		7	20	107	139	1031	87%	0%	1%	2%	10%	13%
Lake View	376		2	1	48	51	427	88%	0%	0%	0%	11%	12%
Lapham	347		3	5	43	52	399	87%	0%	1%	1%	11%	13%
Leopold	1015		4	16	71	93	1108	92%	0%	0%	1%	6%	8%
Lincoln	511		5	9	68	83	594	86%	0%	1%	2%	11%	14%
Lindbergh	356			3	20	25	381	93%	0%	0%	1%	5%	7%
Lowell	427		3	2	36	42	469	91%	0%	1%	0%	8%	9%
Marquette	332		4	9	80	97	429	77%	0%	1%	2%	19%	23%
Mendota	393		3	2	24	29	422	93%	0%	1%	0%	6%	7%
Midvale	594		2	13	35	50	644	92%	0%	0%	2%	5%	8%
Muir	600		9	6	96	111	711	84%	0%	1%	1%	14%	16%
Nuestro Mundo	447		6	5	24	37	484	92%	0%	1%	1%	5%	8%
Olson	484			5	63	68	552	88%	0%	0%	1%	11%	12%
Orchard Ridge	406		5	3	22	38	444	91%	0%	1%	1%	5%	9%
Randall	566		5	11	117	134	700	81%	0%	1%	2%	17%	19%
Sandburg	505		1	2	25	29	534	95%	0%	0%	0%	5%	5%
Schenk	623		3	8	31	45	668	93%	0%	0%	1%	5%	7%
Shorewood	698		2	6	83	92	790	88%	0%	0%	1%	11%	12%
Stephens	606		7	6	141	156	762	80%	0%	1%	1%	19%	20%
Thoreau	625		2	5	71	79	704	89%	0%	0%	1%	10%	11%
Van Hise	548		1	2	119	122	670	82%	0%	0%	0%	18%	18%
Elem Total	*17905*		*125*	*192*	*2016*	*2409*	*20314*	*88%*	*0%*	*1%*	*1%*	*10%*	*12%*
Black Hawk	519	1	2	15	93	111	630	82%	0%	0%	2%	15%	18%
Cherokee	657		12	23	211	248	905	73%	0%	1%	3%	23%	27%
Hamilton	867		21	23	413	461	1328	65%	0%	2%	2%	31%	35%
Jefferson	634		28	12	261	308	942	67%	0%	3%	1%	28%	33%
Metro School	6				3	3	9	67%	0%	0%	0%	33%	33%
O'Keeffe	442		17	26	218	267	709	62%	0%	2%	4%	31%	38%
SAPAR	3						3	100%	0%	0%	0%	0%	0%
Sennett	805		43	37	168	256	1061	76%	0%	4%	3%	16%	24%

12

School	Parent Does NOT have Portal Account	Parent DOES have Portal Account — Last Year They Accessed Portal					Total Parents	Parent Does NOT have Portal Account	Parent DOES have Portal Account — Last Year They Accessed Portal				
		2006	2007	2008	2009	Total			2006	2007	2008	2009	Total
Sherman	506		5	6	64	75	581	87%	0%	1%	1%	11%	13%
Spring Harbor	339		4	12	123	142	481	70%	0%	1%	2%	26%	30%
Toki	626		9	14	158	190	816	77%	0%	1%	2%	19%	23%
Whitehorse	457	1	19	65	201	299	756	60%	0%	3%	9%	27%	40%
Wright	316		3	19	60	85	401	79%	0%	1%	5%	15%	21%
Middle Total	*6177*	*2*	*163*	*252*	*1973*	*2445*	*8622*	*72%*	*0%*	*2%*	*3%*	*23%*	*28%*
Aero	21		1		1	2	23	91%	0%	4%	0%	4%	9%
East	1912	1	83	78	599	766	2678	71%	0%	3%	3%	22%	29%
East-DCP	32			3	2	5	37	86%	0%	0%	8%	5%	14%
La Follette	1863	1	91	143	611	866	2729	68%	0%	3%	5%	22%	32%
Memorial	2107	2	102	108	948	1190	3297	64%	0%	3%	3%	29%	36%
Metro School and	33			4	2	7	40	83%	0%	0%	10%	5%	18%
SAPAR and	48				4	4	52	92%	0%	0%	0%	8%	8%
Shabazz	137		6	16	39	62	199	69%	0%	3%	8%	20%	31%
West	2299		90	159	1166	1430	3729	62%	0%	2%	4%	31%	38%
West-DCP	56		2	2	11	15	71	79%	0%	3%	3%	15%	21%
Work & Learn Center	145		2	7	12	21	166	87%	0%	1%	4%	7%	13%
High Total	*8653*	*4*	*377*	*520*	*3395*	*4368*	*13021*	*66%*	*0%*	*3%*	*4%*	*26%*	*34%*
Grand Total	*32735*	*6*	*665*	*964*	*7384*	*9222*	*41957*	*78%*	*0%*	*2%*	*2%*	*18%*	*22%*

Parent Portal accounts are disproportionately used more frequently by parents of white students compared with parents of other racial-ethnic student subgroups. As the table below shows, at the high school level more than two of every five parents of white students have an active Parent Portal account. This compares to between 20 and 24 percent for other racial-ethnic subgroups. Similar differences exist among parents of middle and elementary school students.

Level	Race	% with Portal Account	# with Portal Account	Out of Total #
1-Elem	Asian	10%	240	2346
	Black	8%	297	3812
	Hispanic	7%	233	3484
	Native Amer	9%	14	150
	White	15%	1625	10520
2-Middle	Asian	19%	188	966
	Black	15%	267	1789
	Hispanic	17%	198	1178
	Native Amer	29%	17	59
	White	38%	1775	4630
3-High	Asian	22%	293	1322
	Black	20%	493	2420
	Hispanic	24%	354	1483
	Native Amer	24%	23	96
	White	42%	3205	7699
Grand Total		22%	9222	41956

Student Portal

About one half of high school students have logged into the Infinite Campus Student Portal so far this school year. At the middle school level this figure is about one of every five students. When looking at the same students enrolled as of December 2009 over the past three school years nearly ninety percent of high school students and half of all middle school students have logged in at least once during that time. There is a significant amount of variation across schools in the percentage of students using the portal. This school year shows that among the large high schools West High School has the highest rate at 62 percent and East High School the lowest at 38 percent. About half of all La Follette and Memorial High School students have used the portal at least once this year. Variation is even wider across the middle schools. Among the non-alternative middle schools, Jefferson Middle had the highest student participation rate at 50 percent while five other middle schools had six percent or fewer of their students use the Portal.

	Logged In Ever			Logged In This Year		
School	Percent of Total	# Logged In	Out of #	Percent of Total	# Logged in	Out of #
Black Hawk Middle	37%	140	381	3%	13	381
Cherokee Middle	16%	85	539	5%	28	539
Hamilton Middle	55%	395	717	22%	161	717
Jefferson Middle	77%	417	540	50%	270	540
Metro School Middle	0%	0	2	0%	0	2
O'Keeffe Middle	60%	258	429	33%	140	429
SAPAR Middle	50%	1	2	0%	0	2
Sennett Middle	75%	462	614	35%	217	614
Sherman Middle	32%	114	359	4%	15	359
Spring Harbor Middle	16%	43	266	6%	17	266
Toki Middle	33%	162	493	6%	28	493
Whitehorse Middle	67%	302	448	30%	135	448
Wright Middle	61%	151	248	13%	33	248
Middle Total	*50%*	*2530*	*5038*	*21%*	*1057*	*5038*
Aero High	80%	16	20	5%	1	20
East High	89%	1544	1742	38%	664	1742
East-DCP High	70%	19	27	7%	2	27
La Follette High	92%	1567	1706	49%	837	1706
Memorial High	88%	1762	2007	52%	1037	2007
Metro School High	32%	10	31	10%	3	31
SAPAR High	65%	24	37	0%	0	37
Shabazz High	70%	84	120	14%	17	120
West High	92%	2006	2173	62%	1349	2173
West-DCP High	65%	32	49	18%	9	49
Work & Learn Center High	65%	76	117	1%	1	117
High Total	*89%*	*7140*	*8029*	*49%*	*3920*	*8029*
Grand Total	*74%*	*9670*	*13067*	*38%*	*4977*	*13067*

Variation in student portal usage this school year is less pronounced across student subgroups than it is across schools as a whole. The table below shows the percentage of students by subgroup who have logged into the Infinite Campus Student Portal at least one time this school year. At the high school level, it appears that for most subgroups at least one in every five students has logged into the portal. For many subgroups this figure is closer to one third of the student subgroup. Percentages are much lower for middle school students.

Subgroup	Middle School	High School
Female	9%	31%
Male	8%	29%
Asian	10%	38%
Black	7%	22%
Hispanic	7%	28%
Native American	9%	32%
White	8%	33%
Low income	7%	24%
Not low income	9%	35%
ELL	8%	29%
Not ELL	8%	33%
Spec Ed	6%	17%
Not Spec Ed	9%	33%

Appendix A

Teacher Online Tools Survey

The Board of Education has asked that we collect information on the various Infinite Campus tools teachers use. This survey is anonymous. Only summarized data are to be presented. Your insights are greatly appreciated as we plan for professional development and improve communication systems to better help you and our families. The survey will remain open until Wednesday, November 25 at 4 :00 pm.

You can find additional resource materials explaining some of the tools mentioned in this survey at the link below:

http://infosvcweb.madison.k12.wi.us/node/936

You can get to this site from Infinite Campus by clicking on Infinite Campus Support Site. Select the first bullet that says Teacher Help.

Thank you for participating in this important survey!

1. Do you use the teacher **messenger** tool?

The teacher messenger allows teachers to send messages to their students and/or parents of their students. Teachers can create message templates, and then re-use the message between sections.

_____ Yes
_____ No

If you do NOT use this tool why don't you?

_____ I am not familiar with this tool.
_____ I don't see any value in using this tool.
_____ I am interested in learning about this tool but haven't had time to explore.
_____ Other: _____

2. Do you use the **lesson planner** to post **assignments** for students to and parents to view?

Assignments can be created in the lesson planner and then graded right from the gradebook. Assignments are NOT required to be graded in the gradebook, and can simply be posted for students and parents to view in order to communicate upcoming tasks and activities.

_____ Yes
_____ No

If you do NOT use this tool why don't you?

_____ I am not familiar with this tool.
_____ I don't see any value in using this tool.
_____ I am interested in learning about this tool but haven't had time to explore.
_____ Other: _____

3. Do you use the **lesson planner** to post **activities** for students to and parents to view?

An **Activity** is a non-graded event that may occur over a range of dates. For example, a user would indicate that the class would be doing library research for a week, re-enacting an event from a piece of literature, or going on a field trip. Activities are like assignments, but students do not receive grades for the activity. However, the activity will appear on the student's calendar in the portal and on the Daily Planner.

____ Yes
____ No

If you do NOT use this tool why don't you?

____ I am not familiar with this tool.
____ I don't see any value in using this tool.
____ I am interested in learning about this tool but haven't had time to explore.
____ Other: _____

4. Do you use the teacher **newsletter** tool?

The teacher newsletter provides a way for teachers to communicate with all course sections within Infinite Campus. This tool eliminates the need for the teacher to print off announcements or other sorts of communication and risk the student losing the notice.

____ Yes
____ No

If you do NOT use this tool why don't you?

____ I am not familiar with this tool.
____ I don't see any value in using this tool.
____ I am interested in learning about this tool but haven't had time to explore.
____ Other: _____

5. Do you use the **gradebook** tool?

The **Gradebook** allows the teacher to enter scores for the students in the selected section. As soon as the score is entered and saved, the student's grade calculation is updated so that administrators, counselors and parents can see the student's progress.

____ Yes
____ No

If you do NOT use this tool why don't you?

____ I am not familiar with this tool.
____ I don't see any value in using this tool.
____ I am interested in learning about this tool but haven't had time to explore.
____ Other: _____

The following tools are only used in conjunction with the gradebook. If you do NOT use the grade book please skip to question # 8.

6. Do you use the **missing assignments** message found within the messenger module?

The Missing Assignment Messenger function works similarly to the Missing Assignment report. The teacher selects the assignments and students on which to report, and if a student's assignment is flagged Missing, a message will be created to the guardians of that student.

____ Yes
____ No

If you do NOT use this tool why don't you?

____ I am not familiar with this tool.
____ I don't see any value in using this tool.
____ I am interested in learning about this tool but haven't had time to explore.
____ Other: _____

7. Do you use the **failing grades** message found within the **messenger** module?

The Failing Grades messenger tool is mainly relevant to high schools. It works similar to the Eligibility Report. Teachers can select the grades that are considered failing, and determine whether to pull calculated grades (assignment grades) or posted grades (grading task grades).

____ Yes
____ No

If you do NOT use this tool why don't you?

____ I am not familiar with this tool.
____ I don't see any value in using this tool.
____ I am interested in learning about this tool but haven't had time to explore.
____ Other: _____

8. The Instruction module within Infinite Campus provides a variety of reports for teachers to use. Which of the following reports do you use from the **Instruction > Reports** section of Campus? Check all that apply.

____ Assignment Analysis Graph (high school only)
____ Attendance Register
____ Attendance Summary
____ Blank Spreadsheet
____ Gradebook Export
____ Grades Report
____ Missing Assignments
____ Portal Usage Roster
____ Roster Label
____ Section Summary
____ Student Assessment Summary
____ Student Summary
____ Teacher Schedule

The District uses the learning management system known as **Moodle** for teachers to provide online access to curricular resources for their students, create and administer quizzes and tests, and build wikis and blogs. As of the beginning of this school year, teacher and student Moodle accounts are now

automatically created for every classroom section that a teacher is assigned to in Infinite Campus, eliminating the administrative tasks of setting up accounts manually. This link is found within the Infinite Campus Instruction module.

9. Do you currently use Moodle?

____ Yes
____ No

If you do NOT use this tool why don't you?

____ I am not familiar with this tool.
____ I don't see any value in using this tool.
____ I am interested in learning about this tool but haven't had time to explore.
____ Other: _____

10. Would you be interested in learning more about how you could use Moodle with your classes?

____ Yes
____ No
____ I don't know

Many people speak about web 2.0 tools. These include things like blogs, wikis, and social networks. We'd like you feedback on the current use of these tools.

Blogs - are a type of website, usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video and links to other Web sites. Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. The ability for readers to leave comments in an interactive format is an important part of many blogs. Most blogs are primarily textual, although some focus on art, photographs, videos, music, and audio (podcasting).

Wikis - are a website that allows the easy creation and editing of any number of interlinked Web pages within a browser. Wikis are often used to create collaborative websites, to power community websites, for personal note taking, in corporate intranets, and in knowledge management systems. Most wikis serve a specific purpose, and off topic material is promptly removed by the user community.

Social networks - focus on building online communities of people who share interests and/or activities, or who are interested in exploring the interests and activities of others. The main types of social networking services are those which contain category divisions (such as former school-year or classmates), means to connect with friends (usually with self-description pages) and a recommendation system linked to trust.

11. What is the most effective method for you to receive information about how to locate self-directed help resources, e.g., "how to" guides, frequently asked questions, other training materials, etc.? Check all that apply.

____ Email messages announcing the information
____ On a District web page that I could bookmark/make a favorite
____ Sending a updated notice out in school mail
____ Other: _____

The last questions will help us understand who has responded to the survey. It will allow us to group responses.

12. What grade levels do you teach? Check all that apply.

____ Kindergarten
____ Grade 1
____ Grade 2
____ Grade 3
____ Grade 4
____ Grade 5
____ Grade 6
____ Grade 7
____ Grade 8
____ Grade 9
____ Grade 10
____ Grade 11
____ Grade 12

13. If you teach a specific content area, check those that apply.

____ Math
____ Science
____ Language Arts/Reading
____ Library
____ Technology
____ Social Studies/History
____ Physical Education
____ Special Education or English Language Learner Services
____ Career & Technical Education
____ Fine Arts
____ World Languages
____ Other _____

14. How many years of teaching experience do you have? Check only ONE.

____ Less than 3 years
____ 3 to 8 years
____ 8 to 15 years
____ 15- 20 years
____ More than 20 years

Thank you very much for your responses!

All responses will be compiled into a report for the Board of Education. The information will be used to help us plan for the future use of these tools.

Appendix B

Infinite Campus Teacher Tools – Survey Response Summary Report

INSERT PDF REPORT HERE

1. Do you use the teacher messenger tool?

			Total Responses	Percent of Total
a.	Yes		50	8.58%
b.	No		529	90.74%
		Total Not Answered:	4	0.69%
		Total Respondents:	579	99.31%

2. If you do NOT use this tool why don't you?

			Total Responses	Percent of Total
a.	I am not familiar with this tool.		331	56.78%
b.	I don't see any value in using this tool.		27	4.63%
c.	I am interested but haven't had time to explore.		100	17.15%
d.	Other		69	11.84%
		Total Not Answered:	56	9.61%
		Total Respondents:	527	90.39%

3. Do you use the lesson planner to post ASSIGNMENTS for students and parents to view?

			Total Responses	Percent of Total
a.	Yes		188	32.25%
b.	No		391	67.07%
		Total Not Answered:	4	0.69%
		Total Respondents:	579	99.31%

4. If you do NOT use this tool why don't you?

			Total Responses	Percent of Total
a.	I am not familiar with this tool.		116	19.90%
b.	I don't see any value in using this tool.		54	9.26%
c.	I am interested but haven't had time to explore.		60	10.29%
d.	Other		161	27.62%
		Total Not Answered:	192	32.93%
		Total Respondents:	391	67.07%

5. Do you use the lesson planner to post ACTIVITIES for students and parents to view?

			Total Responses	Percent of Total
a.	Yes		50	8.58%
b.	No		527	90.39%
		Total Not Answered:	6	1.03%
		Total Respondents:	577	98.97%

6. If you do NOT use this tool why don't you?

			Total Responses	Percent of Total
a.	I am not familiar with this tool.		209	35.85%
b.	I don't see any value in using this tool.		92	15.78%
c.	I am interested but haven't had time to explore.		77	13.21%
d.	Other		134	22.98%
		Total Not Answered:	71	12.18%
		Total Respondents:	512	87.82%

7. Do you use the teacher newsletter tool?

			Total Responses	Percent of Total
a.	Yes		17	2.92%
b.	No		563	96.57%
		Total Not Answered:	3	0.51%
		Total Respondents:	580	99.49%

Survey Response Summary Report cont.
Survey Dates: 11/12/2009 12:00 PM to 11/12/2009 12:00 PM
Generated at: 12/21/2009 12:31:39 PM

3269 Madison Metropolitan School District
12/21/2009 12:31:39 PM

8. If you do NOT use this tool why don't you?

			Total Responses	Percent of Total
a.	I am not familiar with this tool.		316	54.20%
b.	I don't see any value in using this tool.		65	11.15%
c.	I am interested but haven't had time to explore.		68	11.66%
d.	Other		108	18.52%
		Total Not Answered:	26	4.46%
		Total Respondents:	557	95.54%

9. Do you use the gradebook tool?

			Total Responses	Percent of Total
a.	Yes		290	49.74%
b.	No		279	47.86%
		Total Not Answered:	14	2.40%
		Total Respondents:	569	97.60%

10. If you do NOT use this tool why don't you?

			Total Responses	Percent of Total
a.	I am not familiar with this tool.		75	12.86%
b.	I don't see any value in using this tool.		63	10.81%
c.	I am interested but haven't had time to explore.		31	5.32%
d.	Other		115	19.73%
		Total Not Answered:	299	51.29%
		Total Respondents:	284	48.71%

11. Do you use the missing assignments message found within the messenger module?

			Total Responses	Percent of Total
a.	Yes		48	8.23%
b.	No		484	83.02%
		Total Not Answered:	51	8.75%
		Total Respondents:	532	91.25%

12. If you do NOT use this tool why don't you?

			Total Responses	Percent of Total
a.	I am not familiar with this tool.		224	38.42%
b.	I don't see any value in using this tool.		73	12.52%
c.	I am interested but haven't had time to explore.		68	11.66%
d.	Other		106	18.18%
		Total Not Answered:	112	19.21%
		Total Respondents:	471	80.79%

13. Do you use the failing grades message found within the messenger module?

			Total Responses	Percent of Total
a.	Yes		26	4.46%
b.	No		499	85.59%
		Total Not Answered:	58	9.95%
		Total Respondents:	525	90.05%

14. If you do NOT use this tool why don't you?

			Total Responses	Percent of Total
a.	I am not familiar with this tool.		269	46.14%
b.	I don't see any value in using this tool.		78	13.38%
c.	I am interested but haven't had time to explore.		58	9.95%
d.	Other		95	16.30%
		Total Not Answered:	83	14.24%
		Total Respondents:	500	85.76%

Survey Response Summary Report cont.
Survey Dates: 11/12/2009 12:00 PM to 11/12/2009 12:00 PM
Generated at: 12/21/2009 12:31:39 PM

3269 Madison Metropolitan School District
12/21/2009 12:31:39 PM

Which of the following reports do you use from the Instruction > Reports section of

15.	Campus? Check all that apply.		Total Responses	Percent of Total
	a.	Assignment Analysis Graph (high school only)	9	1.54%
	b.	Attendance Register	261	44.77%
	c.	Attendance Summary	274	47.00%
	d.	Blank Spreadsheet	341	58.49%
	e.	Gradebook Export	42	7.20%
	f.	Grades Report	251	43.05%
	g.	Missing Assignments	74	12.69%
	h.	Portal Usage Roster	38	6.52%
	i.	Roster Label	138	23.67%
	j.	Section Summary	157	26.93%
	k.	Student Assessment Summary	96	16.47%
	l.	Student Summary	266	45.63%
	m.	Teacher Schedule	99	16.98%
		Total Not Answered:	54	9.26%
		Total Respondents:	529	90.74%

If there is another report not listed above that would be very helpful for you please

16.	describe it below.	Total Responses	Percent of Total
	Individual Text Area Responses Are Not Displayed In This Report.		
	Total Not Answered:	520	89.19%
	Total Respondents:	63	10.81%

17.	Do you currently use Moodle?		Total Responses	Percent of Total
	a.	Yes	62	10.63%
	b.	No	515	88.34%
		Total Not Answered:	6	1.03%
		Total Respondents:	577	98.97%

18.	If you do NOT use this tool why don't you?		Total Responses	Percent of Total
	a.	I am not familiar with this tool.	248	42.54%
	b.	I don't see any value in using this tool.	42	7.20%
	c.	I am interested but haven't had time to explore.	140	24.01%
	d.	Other	83	14.24%
		Total Not Answered:	70	12.01%
		Total Respondents:	513	87.99%

Would you be interested in learning more about how you could use Moodle with your

19.	classes?		Total Responses	Percent of Total
	a.	Yes	374	64.15%
	b.	No	190	32.59%
		Total Not Answered:	19	3.26%
		Total Respondents:	564	96.74%

20.	Do you currently use a blog tool as part of your instruction?		Total Responses	Percent of Total
	a.	Yes	31	5.32%
	b.	No	546	93.65%
		Total Not Answered:	6	1.03%
		Total Respondents:	577	98.97%

Survey Response Summary Report cont.
Survey Dates: 11/12/2009 12:00 PM to 11/12/2009 12:00 PM
Generated at: 12/21/2009 12:31:39 PM

3269 Madison Metropolitan School District
12/21/2009 12:31:39 PM

21. If you DO use a blog, what product do you use? (Top 10 results only)

			Total Responses	Percent of Total
a.	blogger		5	0.86%
b.	blogspot		4	0.69%
c.	Moodle		2	0.34%
d.	Blogger		1	0.17%
e.	blogger and zoho		1	0.17%
f.	Blogger.com		1	0.17%
g.	blogger.com		1	0.17%
h.	Blogspot		1	0.17%
i.	blogspot.com		1	0.17%
j.	Currently introduced to technology in EETT class.		1	0.17%
		Total Not Answered:	551	94.51%
		Total Respondents:	32	5.49%

22. Do you currently use a wiki tool as part of your instruction?

			Total Responses	Percent of Total
a.	Yes		26	4.46%
b.	No		546	93.65%
		Total Not Answered:	11	1.89%
		Total Respondents:	572	98.11%

23. If you DO use a wiki, what product do you use? (Top 10 results only)

			Total Responses	Percent of Total
a.	wikispaces		5	0.86%
b.	pbwiki		2	0.34%
c.	wikispaces.com		2	0.34%
d.	Congresspedia		1	0.17%
e.	currently implementing one for our class		1	0.17%
f.	Currently introduced to technology in EETT class.		1	0.17%
g.	I use it for the Pds seminar new tchrs and st. tch		1	0.17%
h.	Is our Destiny Lake View a wiki? I use that.		1	0.17%
i.	is this wikipedia?		1	0.17%
j.	It was only for one class and my sister, who lives		1	0.17%
		Total Not Answered:	554	95.03%
		Total Respondents:	29	4.97%

24. Do you currently use a social network tool as part of your instruction?

			Total Responses	Percent of Total
a.	Yes		27	4.63%
b.	No		540	92.62%
		Total Not Answered:	16	2.74%
		Total Respondents:	567	97.26%

25. If you DO use a social network, what product do you use? (Top 10 results only)

			Total Responses	Percent of Total
a.	Facebook		5	0.86%
b.	facebook		4	0.69%
c.	Achieve 3000		1	0.17%
d.	FACEBOOK for my HOSA club		1	0.17%
e.	Facebook for Science Olympiad club		1	0.17%
f.	Facebook Groups		1	0.17%
g.	facebook, since it is what students already use		1	0.17%
h.	facebook, twitter		1	0.17%
i.	facebook-for personal use		1	0.17%
j.	I can't begin to list it all call me (238-0343)		1	0.17%
		Total Not Answered:	555	95.20%
		Total Respondents:	28	4.80%

Survey Response Summary Report cont.
Survey Dates: 11/12/2009 12:00 PM to 11/12/2009 12:00 PM
Generated at: 12/21/2009 12:31:39 PM

3269 Madison Metropolitan School District
12/21/2009 12:31:39 PM

26. Do you currently maintain a web page as part of your instruction?			Total Responses	Percent of Total
	a.	Yes	43	7.38%
	b.	No	530	90.91%
		Total Not Answered:	10	1.72%
		Total Respondents:	573	98.28%

27. If you DO use a web page tool, what product do you use? (Top 10 results only)			Total Responses	Percent of Total
	a.	Drupal	3	0.51%
	b.	Google	2	0.34%
	c.	angelfire	1	0.17%
	d.	Apple	1	0.17%
	e.	but plan on creating a Drupal page soon!	1	0.17%
	f.	Dream Weaver but I also use Drupel	1	0.17%
	g.	Dreamweaver	1	0.17%
	h.	dreamweaver	1	0.17%
	i.	drupal	1	0.17%
	j.	Drupal (School website)	1	0.17%
		Total Not Answered:	542	92.97%
		Total Respondents:	41	7.03%

28. What is the most effective method for you to receive information about how to locate self-directed help resources, e.g., "how to" guides, frequently asked questions, other training materials, etc.? Check all that apply.			Total Responses	Percent of Total
	a.	Email messages announcing the information	375	64.32%
	b.	On a District web page I bookmark/make a favorite	66	11.32%
	c.	Sending an updated notice out in school mail	62	10.63%
	d.	Other	48	8.23%
		Total Not Answered:	32	5.49%
		Total Respondents:	551	94.51%

29. What grade levels do you teach? Check all that apply.			Total Responses	Percent of Total
	a.	Kindergarten	42	7.20%
	b.	Grade 1	48	8.23%
	c.	Grade 2	50	8.58%
	d.	Grade 3	43	7.38%
	e.	Grade 4	33	5.66%
	f.	Grade 5	35	6.00%
	g.	Grade 6	92	15.78%
	h.	Grade 7	96	16.47%
	i.	Grade 8	92	15.78%
	j.	Grade 9	146	25.04%
	k.	Grade 10	161	27.62%
	l.	Grade 11	161	27.62%
	m.	Grade 12	167	28.64%
		Total Not Answered:	10	1.72%
		Total Respondents:	573	98.28%

Survey Response Summary Report cont.
Survey Dates: 11/12/2009 12:00 PM to 11/12/2009 12:00 PM
Generated at: 12/21/2009 12:31:39 PM

3269 Madison Metropolitan School District
12/21/2009 12:31:39 PM

30. If you teach a specific content area, check those that apply.			Total Responses	Percent of Total
	a.	Math	140	24.01%
	b.	Science	108	18.52%
	c.	Language Arts/Reading	139	23.84%
	d.	Library-Information Literacy	3	0.51%
	e.	Technology	20	3.43%
	f.	Social Studies-History	121	20.75%
	g.	Physical Education	23	3.95%
	h.	Special Education	44	7.55%
	i.	English Language Learner Services	29	4.97%
	j.	Career & Technical Education	30	5.15%
	k.	Fine Arts	27	4.63%
	l.	World Languages	34	5.83%
	m.	Other	44	7.55%
		Total Not Answered:	137	23.50%
		Total Respondents:	446	76.50%

31. How many years of teaching experience do you have?			Total Responses	Percent of Total
	a.	Less than 3 years	57	9.78%
	b.	3 to 8 years	111	19.04%
	c.	8 to 15 years	140	24.01%
	d.	15 to 20 years	120	20.58%
	e.	More than 20 years	145	24.87%
		Total Not Answered:	10	1.72%
		Total Respondents:	573	98.28%

Appendix C

Infinite Campus Teacher Tools Survey – Results by Educational Level

The following pages contain responses from the teacher survey disaggregated by educational level, i.e., elementary, middle, and high.

Teacher Messenger

Percent of Group	Level		
Teacher messenger used?	1-Elem	2-Middle	3-High
No	95%	83%	95%
Yes	5%	17%	5%

Teacher messenger used?	No

Percent of Group	Level		
Teacher messenger - why not?	1-Elem	2-Middle	3-High
I am interested but haven't had time to explore.	10%	37%	14%
I am not familiar with this tool.	73%	36%	73%
I don't see any value in using this tool.	7%	6%	3%
Other	10%	21%	9%

Teacher messenger - why not?	Other

Percent of Group	Level		
Teacher messenger - other	1-Elem	2-Middle	3-High
didn't know about it	5%	0%	0%
email access is not wide-spread enough.	5%	0%	0%
half my class doesn't have regular internet access	5%	0%	0%
I am elementary and grades report not useful. Par	5%	0%	0%
I am unfamiliar and have no interest in it.	5%	0%	0%
I didn't know it existed	5%	0%	0%
i don't know what it is	5%	0%	0%
I don't think most of my parents have access and m	5%	0%	0%
I teach kindergarten, I make phone calls instead	5%	0%	0%
I understood it to be for middle & high right now	5%	0%	0%
I usually use regular email	5%	0%	0%
Many families don't have access to computers so it	5%	0%	0%
Many of my parents don't have computers.	5%	0%	0%
most students/parent don't have computers at home	5%	0%	0%
Never heard about it or know what it is capable of	5%	0%	0%
not reliable	5%	0%	0%
unaware this was available for use	5%	0%	0%
use email/phone with parents, students too young	5%	0%	0%
very few of my students have internet access	5%	0%	0%
All students do have access to computers at home	0%	4%	0%
Am new and have not gotten to try it out. Will do	0%	4%	0%
At risk students with no computers	0%	0%	6%
does it only work if you use IC gradebook?	0%	0%	6%
Don't have access to the kids I would like to send	0%	0%	6%
Few of my students parents would be on line	0%	0%	6%
I already have other comm. methods in place	0%	4%	0%
I call if there is a problem since I don't know if	0%	0%	6%

I did not know this tool had been activated.	0%	0%	6%
I didn't know this tool existed	0%	0%	6%
I dont know what it is	0%	4%	0%
I don't like that I don't get a copy/master list	0%	4%	0%
I email parents already.	0%	4%	0%
I generally contact parents by phone.	0%	0%	6%
I have not been taught how to use the tool	0%	4%	0%
I send my own weekly emails	0%	4%	0%
I send out daily e-mails to parents.	0%	4%	0%
I use e-mail and staff groupings in e-mail	0%	0%	6%
I use Groupwise	0%	0%	6%
I use other electronic modes of communication	0%	4%	0%
I use other ways to communicate with parents/fam	0%	4%	0%
I use school email	0%	0%	6%
I use School Notes. It's much simpler.	0%	4%	0%
I use schoolnotes.com. I find it more useful.	0%	4%	0%
It is cumbersome to use.	0%	4%	0%
Low number of parents accessing IC	0%	4%	0%
many of our families do not have home computers	0%	4%	0%
Most of my students don't have Internet access	0%	4%	0%
never heard of It	0%	4%	0%
No instruction, no time during day to use.	0%	4%	0%
NO TIME.	0%	4%	0%
no use for it the way I have it set up	0%	0%	6%
Not a current priority on the IC learning curve.	0%	4%	0%
not familiar and only works for parents with email	0%	0%	6%
parents don't have internet access	0%	0%	6%
slow computers - not enough time to add more work	0%	0%	6%
students and parents don't have updated email info	0%	0%	6%
students don't know/check their school email	0%	0%	6%
The majority of my population is not using IC.	0%	4%	0%
Too many parents do not receive email, many ELL	0%	4%	0%
tried It, didn't work (very few got message)	0%	4%	0%
We do weekly newsletters and Friday Folders.	0%	4%	0%
we use school notes instead. IC can't make a paper	0%	4%	0%
work with EEN students; most parents don't have In	0%	4%	0%

Teacher Newsletter

Percent of Group	Level		
			3-
Teacher newsletter used?	1-Elem	2-Middle	High
No	100%	95%	96%
Yes	0%	5%	4%

Teacher newsletter used?	No

Percent of Group	Level		
			3-
Teacher newsletter - why not?	1-Elem	2-Middle	High
I am interested but haven't had time to explore.	8%	22%	10%
I am not familiar with this tool.	61%	28%	66%
I don't see any value in using this tool.	7%	13%	15%
Other	24%	28%	9%

Teacher newsletter - why not?	Other

Percent of Group	Level		
			3-
Teacher newsletter - other	1-Elem	2-Middle	High
As teacher teams, we email parent newsletters.	0%	3%	0%
at risk students that have no computers at home	0%	0%	6%
better ways to do this	0%	3%	0%
did not know this tool existed	0%	0%	6%
Elementary just started. Parents not using it so much.	3%	0%	0%
email directly to parents who request e-copy	3%	0%	0%
email list serve that I mange works better	3%	0%	0%
half my class doesn't have regular internet access	3%	0%	0%
Have not been taught how to use it	0%	3%	0%
I am very interested and didn't realize it existed	0%	3%	0%
I communicate with parents another way	0%	0%	6%
i didn't know it existed, but would use it	3%	0%	0%
I do a newsletter already.	3%	0%	0%
I do an e-mail newsletter	3%	0%	0%
I have a format I really enjoy	3%	0%	0%
I have a website I use	3%	0%	0%
I have my own newsletters.	3%	0%	0%
I have my own website.	0%	3%	0%
I have no idea what this is	0%	3%	0%
i have other methods for newsletters	3%	0%	0%
I like writing my own newsletters on a hard copy	3%	0%	0%
I make my newsletter on publisher.	3%	0%	0%
I need the newsletter to have a choice of template	3%	0%	0%
I prefer to send home a hard copy	3%	0%	0%
I put a letter in kid's folder (Elementary)	3%	0%	0%
I send a hardcopy home each week	3%	0%	0%
I send daily e-mails, easier for parents	0%	3%	0%

I send detailed weekly emails to parents	0%	3%	0%
I send home a paper newsletter that is translated	3%	0%	0%
I send out emails	0%	3%	0%
I tried to use it last year, but it didn't work	0%	3%	0%
I use a different way to send out newsletters	0%	3%	0%
I use a paper copy; many families don't access IC	0%	3%	0%
I use my own e-mail to write my newsletter	3%	0%	0%
I use my own template in Word	3%	0%	0%
I use my own template.	3%	0%	0%
I use paper copies due to language and access issue	3%	0%	0%
I use Schoolnotes.com instead	0%	3%	0%
I use schoolnotes.com.	0%	3%	0%
I write my own newsletter	3%	0%	0%
I write my own paper copy of a newsletter weekly	3%	0%	0%
If parent has no access, it has no value	0%	3%	0%
I'm an elementary teacher	3%	0%	0%
Internet access not wide- spread enough.	3%	0%	0%
lack of time	0%	3%	0%
lots of parents do not have access	0%	0%	6%
many families do not have the internet.	0%	3%	0%
Many of my families are not able to use the IC.	3%	0%	0%
many of my families do not have computers	3%	0%	0%
Many of my parents don't have a computer	0%	0%	6%
many parents do not have access to the internet	0%	3%	0%
Many parents don't have access to computers	3%	0%	0%
Most of my families do not have computers	3%	0%	0%
Most of my parents do not have internet access	0%	5%	0%
My students don't have computers	0%	0%	6%
need sub release time w/training for this	3%	0%	0%
never did newsletters before/ only for email users	0%	0%	6%
No instruction and too much time from curriculum	0%	3%	0%
NO TIME	0%	3%	0%
No time to do such things	0%	0%	6%
no time to write a newsletter	0%	0%	6%
not all parents have internet access, hardcopy sent	3%	0%	0%
Not enough parents have internet access at home.	3%	0%	0%
not enough time in the day	0%	3%	0%
Not familiar... usually type one up in Word	3%	0%	0%
Our program creates a separate quarterly newsletter	0%	0%	6%
our school requires us to send home a communication	0%	3%	0%
parents are not using/receiving information	0%	3%	0%
parents don't read this kind of thing	0%	0%	6%
parents email me with any concerns	0%	0%	6%
Parents require translations and no computer access	3%	0%	0%
prefer other methods I currently use for this purpose	0%	3%	0%
School Notes & written copies are simpler	0%	3%	0%
Send my newsletter via email	3%	0%	0%
Send newsletters home weekly with Friday folders	3%	0%	0%
student email info is not up-to-date	0%	0%	6%
Students don't access IC regularly	0%	3%	0%

Students write their own newsletter and I email	3%	0%	0%
Teachers already have enough work to do	0%	0%	6%
The majority of my population is not using IC.	0%	3%	0%
time	0%	3%	0%
Time. Lack of use by parents.	0%	3%	0%
to long to use, many parents have no computers	3%	0%	0%
tried - not sure of success rate	0%	3%	0%
tried It, didn't work (few got newsletter)	0%	3%	0%
Unreliable - not all students have home computers	0%	3%	0%
Use a webpage - can give more information	0%	3%	0%
use a wiki for this purpose	0%	0%	6%
way too busy	0%	0%	6%
We do a House (team) newsletter	0%	3%	0%
We do a house newsletter weekly already	0%	3%	0%
We send home a paper newsletter	0%	3%	0%
We send weekly newsletters in Friday Folders.	0%	3%	0%
we use schoolnotes	0%	3%	0%
work w/ population that wouldn't use	0%	0%	6%

Lesson Planner – Assignments

Percent of Group	Level		
			3-
Lesson planner for assignments used?	1-Elem	2-Middle	High
No	99%	63%	46%
Yes	1%	37%	54%

Lesson planner for assignments used?	No		
Percent of Group	Level		
			3-
Lesson planner for assignments - why not?	1-Elem	2-Middle	High
I am interested but haven't had time to explore.	6%	32%	18%
I am not familiar with this tool.	▓▓▓▓	8%	30%
I don't see any value in using this tool.	16%	8%	15%
Other	34%	▓52%▓	▓38%▓

Lesson planner for assignments - why not?	Other		
Percent of Group	Level		
			3-
Lesson planner for assignments - other	1-Elem	2-Middle	High
17-18 year olds avoid parent over-involvement	0%	0%	3%
age of children k	2%	0%	0%
alternative program teacher - computer based	0%	0%	3%
at risk students that have no computers at home	0%	0%	3%
Complicated system. Mistakes too hard to un-do	0%	2%	0%
Computer access limited, not effective for sp.ed.	0%	0%	3%
computers are so slow it takes too long to use	2%	0%	0%
Counselors don't need it.	0%	0%	3%
cross categorical teacher	0%	0%	3%
cumbersome program, missing features-gradepro	0%	0%	3%
cumbersome/does not correspond w/ Standards-Based	0%	2%	0%
Doesn't work for elementary level	2%	0%	0%
Don't assign grades at the level I teach	2%	0%	0%
Don't need it, as of now	0%	0%	3%
don't want parents contacting me about the grade	0%	2%	0%
elementary is shut out 1st quarter	2%	0%	0%
Elementary level	4%	0%	0%
elementary not as useful	2%	0%	0%
ELL and parents without access	0%	2%	0%
I am a 2nd grade teacher... It isn't practical	2%	0%	0%
I am a support teacher & do not have a need for it	0%	0%	3%
I am just beginning to use this for 2nd Q.	0%	2%	0%
I am leery of the trend. More administrative work.	2%	0%	0%
I am not organized enough to do so.	0%	2%	0%
I am supporting a class.	0%	0%	3%
I do not do any grading or assignment creation	0%	0%	3%
I do not give daily homework. (one day a week)	2%	0%	0%

I do not use the grade book	0%	0%	3%
I don't give grades or activities	0%	0%	3%
I don't give homework	2%	0%	0%
I don't give my first graders 'assignments.'	2%	0%	0%
I don't have enough time to input 220 students	0%	2%	0%
I don't have time	2%	2%	0%
I don't have time. I send a weekly note home.	2%	0%	0%
I don't know how to use it.	2%	0%	0%
I don't know how to use the program	0%	2%	0%
I don't teach classes.	0%	0%	3%
I have first graders and don't assign homework	2%	0%	0%
I have started doing this quarter	0%	2%	0%
I keep assignments by hand due to standards based.	0%	2%	0%
I only use it for grading via gradebook.	0%	2%	0%
I post assignments on my Drupal website	0%	2%	0%
I send home a weekly newsletter with this info	2%	0%	0%
I teach elementary school	2%	0%	0%
I teach K/1. I send home paper assignments.	2%	0%	0%
I teach kindergarten	4%	0%	0%
I teach kindergarten and have no use for it	2%	0%	0%
I teach Kindergarten... don't thing I need it	2%	0%	0%
I teach spec. ed self-cont. Stds do dif. assignment	0%	0%	3%
I teach special ed	0%	0%	3%
I use for posting assessments, not for viewing.	0%	2%	0%
I use my own grading program	0%	0%	3%
I use Wikispaces for this	2%	0%	0%
IC is not user friendly and I don't know how	0%	2%	0%
I'm afraid written lessons will be lost later	2%	0%	0%
I'm busy teaching, planning, and helping kids.	0%	2%	0%
I'm just getting it set up	0%	2%	0%
I'm not always planned enough in advance	0%	0%	3%
It doesn't average the grades so why?	0%	2%	0%
It is inefficient to use	0%	2%	0%
it is not meant for elementary	2%	0%	0%
It is too time consuming	0%	2%	0%
It widens the digital divide.	0%	0%	3%
it's extra work that we don't get paid extra to do	2%	0%	0%
It's hard to use. Too much technical language	0%	2%	0%
It's time consuming and inconvenient.	0%	2%	0%
lack of time...too many meetings.	0%	2%	0%
Many of my families are not able to use the IC.	2%	0%	0%
many parents do not have internet access	2%	0%	0%
Miscalculated student scores first quarter	0%	2%	0%
more trouble than its worth	0%	2%	0%
Most of my parents do not have internet access	0%	2%	0%
most parents do not have access to Internet	0%	0%	3%
my kids do not have homework - severe emotionally	0%	0%	3%
My students and parents see print outs only	0%	0%	3%
N/A	2%	0%	0%
n/a for primary grades	2%	0%	0%

N/A Kindergarten	2%	0%	0%
NA	0%	2%	0%
need sub release time training	2%	0%	0%
new grading system makes using IC more difficult	0%	2%	0%
No time and inadequate access to a computer	0%	2%	0%
No time to do yet another data entry activity	0%	0%	3%
Not age appropriate	4%	0%	0%
not all families have computer access	0%	2%	0%
Not all my parents can access to a computer	0%	0%	3%
Not all students have access to a computer.	2%	0%	0%
not applicable to art curriculum	0%	2%	0%
not appropriate for grade level	4%	0%	0%
not appropriate for grade level plus parent use	2%	0%	0%
not appropriate for kindergarten	4%	0%	0%
not appropriate for the grade I teach	2%	0%	0%
not cmfrtble-grade on trends not avg-subjective	0%	2%	0%
not needed for first grade	2%	0%	0%
not needed in K	2%	0%	0%
not relevant to K/1	2%	0%	0%
Not sure if this is appropriate for 1st grade	2%	0%	0%
not useful for first grade	2%	0%	0%
Not user friendly.	0%	0%	3%
Not vital in Elementary setting	2%	0%	0%
Only a few parents look.	0%	2%	0%
prefer other methods I currently use for this purpose	0%	2%	0%
program is awkward, inflexible and limited	0%	0%	3%
students are too young to use this tool.	2%	0%	0%
students can talk to their parents and share work	0%	0%	3%
Students do not have access to computers at home	0%	2%	0%
students get their assignments in class	0%	0%	6%
Takes too much time	0%	2%	0%
teach elementary	2%	0%	0%
The software program is too cumbersome	0%	2%	0%
the tool is cumbersome and labels are too short	0%	2%	0%
This tool is not applicable for the grade I teach	2%	0%	0%
Time	0%	2%	0%
time and changes to curriculum	0%	2%	0%
time constraints	0%	2%	0%
Time consuming	2%	0%	0%
Time consuming - some assign. cover many standards	0%	2%	0%
Time. English. 150 students. Essays. Enough said.	0%	0%	3%
too difficult, I use another program	0%	0%	3%
too time consuming	0%	4%	0%
too time consuming; tried several times and stopped	0%	0%	3%
Use a staff webpage - can give more information	0%	2%	0%
Use it to post grades of assignments	0%	2%	0%
Use own gradebook	0%	0%	3%
Used before new grading system, now too complex.	0%	2%	0%
way too time consuming to get it the way I want	0%	2%	0%
We don't grade on HW, only do check by hand	0%	2%	0%

We have our own daily 'Homework email to parents	0%	2%	0%
we use schoolnotes	0%	2%	0%
would take too much time	2%	0%	0%

Lesson Planner – Activities

Percent of Group	Level		
			3-
Lesson planner for activities used?	1-Elem	2-Middle	High
No	100%	88%	87%
Yes	0%	13%	13%

Lesson planner for activities used?	No

Percent of Group	Level		
			3-
Lesson planner for activities - why not?	1-Elem	2-Middle	High
I am interested but haven't had time to explore.	6%	26%	15%
I am not familiar with this tool.	55%	21%	44%
I don't see any value in using this tool.	18%	17%	19%
Other	21%	37%	22%

Lesson planner for activities - why not?	Other

Percent of Group	Level		
			3-
Lesson planner for activities - other	1-Elem	2-Middle	High
Activity is identified in daily participation	0%	0%	3%
All work is graded.	0%	0%	3%
alternative program teacher - computer based	0%	0%	3%
assignments are kept by hand due to st based grade	0%	2%	0%
at risk students that have no computers at home	0%	0%	3%
busy work	0%	2%	0%
Computer access limited, not effective for sp.ed.	0%	0%	3%
confusing and not user friendly	0%	2%	0%
Counselors don't need it.	0%	0%	3%
cross categorical teacher	0%	0%	3%
don't do activities	0%	0%	3%
Don't need it, as of now	0%	0%	3%
elementary is shut out 1st quarter	3%	0%	0%
Elementary level	3%	0%	0%
elementary not as useful	3%	0%	0%
ELL and no email	0%	2%	0%
Gradepro more efficient I print Prg rpts weely	0%	0%	3%
half my class doesn't have regular internet access	3%	0%	0%
I am not organized enough to do so.	0%	2%	0%
I am overwhelmed with a two grade level classroom	3%	0%	0%
I am supporting a class.	0%	0%	3%
I do not do any assignment creation	0%	0%	3%
I do not have any activities to post	0%	2%	0%
I don't give grades or activities	0%	0%	3%
I don't grade activities like that- IC too hard	0%	0%	3%
I don't have enough time to input 220 students	0%	2%	0%
I don't have time	3%	2%	0%

I don't know how. I think the whole program stinks	0%	2%	0%
I don't need it	3%	0%	0%
I don't use this category	0%	0%	3%
I give a grade for all activities	0%	0%	3%
I have a mass email group	3%	0%	0%
I have in the past but navigation is too hard (abo	0%	2%	0%
I haven't needed it.	0%	0%	3%
I only enter graded items in the gradebook	0%	2%	0%
I only have community based students	0%	0%	3%
I only score assignments.	0%	0%	3%
I only use it for grading via gradebook.	0%	2%	0%
I send daily e-mails. Easier for parents	0%	2%	0%
I send home a weekly newsletter with this info	3%	0%	0%
I send weekly emails w/details of class activities	0%	2%	0%
I use a blog for this purpose. It is much easier	0%	0%	3%
I use my own grading program	0%	0%	3%
I use schoolnotes.com to do this.	0%	2%	0%
I would, if I had a portable computer to record as	0%	2%	0%
I wouldn't know which activities to post	0%	0%	3%
IC is not user friendly and I don't know how	0%	2%	0%
I'm elementary	3%	0%	0%
inefficient and tedious to use	0%	2%	0%
It's just another time drain for me	0%	0%	3%
its very hard to navigate and time consuming	0%	2%	0%
Just haven't tried it yet.	0%	2%	0%
lack of time....to many meetings	0%	2%	0%
Most activities are posted as assignments	0%	0%	3%
Most of my parents do not have internet access	0%	2%	0%
most parents do not have access to internet	0%	0%	3%
My students don't have computers	0%	0%	3%
N/A	3%	0%	0%
n/a for primary grades	3%	0%	0%
New grading system	0%	2%	0%
No time and inadequate access to a computer	0%	2%	0%
No time to do yet another data entry activity	0%	0%	3%
no value b/c takes to much time	0%	2%	0%
not a fan of the way it's organized	0%	2%	0%
Not a part of my gradebook	0%	0%	3%
Not applicable	0%	2%	0%
not appropriate for grade level	3%	0%	0%
not appropriate for grade level plus parent use	3%	0%	0%
not appropriate for kindergarten	3%	0%	0%
not appropriate for the grade I teach	3%	0%	0%
not in K	3%	0%	0%
not needed for first grade	3%	0%	0%
Not something I have a need for in math at this pt	0%	0%	3%
Not sure if this is appropriate for 1st grade	3%	0%	0%
not useful for first grade	3%	0%	0%
Only Tests and quizzes are loaded for grading	0%	2%	0%
prefer other methods I currently use for this purpose	0%	2%	0%

program too cumbersome to use	0%	2%	0%
Same as before	3%	0%	0%
See above	0%	2%	3%
see above reason	0%	0%	3%
Send activities home with families	3%	0%	0%
Students are too young.	3%	0%	0%
Students do not have access to computers at home	0%	2%	0%
Students don't have internet@ home	3%	0%	0%
Students have a calendar that details activities	0%	0%	3%
Takes too much time	0%	2%	0%
Takes too much time with slow computers	3%	0%	0%
the IEP training was a waste of money and my time	3%	0%	0%
These skills are not listed as individual grades.	0%	2%	0%
this would remove student responsibility	0%	0%	3%
time	0%	6%	0%
Time and not all students have access to a compute	3%	0%	0%
time constraints	0%	0%	3%
time consuming for non graded work	0%	0%	3%
Time. Lack of use by parents.	0%	2%	0%
Time. My extra time is devoted to reading essays.	0%	0%	3%
Too many 'activities' in a 1st grade day to post.	3%	0%	0%
Too many administrative requirements.	3%	0%	0%
Too much time to enter all data and for assigns.	0%	2%	0%
too time consuming	0%	4%	0%
Too time consuming for not being graded	0%	2%	0%
Use a staff webpage - can give more information	0%	2%	0%
Used before new grading system, now too complex.	0%	2%	0%
way too time consuming to get it the way I want	0%	2%	0%
We have our own daily activity email to parents	0%	2%	0%
we use schoolnotes	0%	2%	0%

Grade Book

Percent of Group	Level		
			3-
Gradebook used?	1-Elem	2-Middle	High
No	89%	36%	26%
Yes	11%	64%	74%

Gradebook used?	No

Percent of Group	Level		
			3-
Gradebook - why not?	1-Elem	2-Middle	High
I am interested but haven't had time to explore.	6%	20%	13%
I am not familiar with this tool.	42%	4%	9%
I don't see any value in using this tool.	27%	15%	25%
Other	25%	62%	53%

Gradebook - why not?	Other

Percent of Group	Level		
			3-
Gradebook - other	1-Elem	2-Middle	High
alternative program teacher - different grade proc	0%	0%	4%
Am satisfied with system that works for me.	3%	0%	0%
at risk students that have no computers at home	0%	0%	4%
Computer access limited, not effective for sp.ed.	0%	0%	4%
Counselors don't need it.	0%	0%	4%
difficult to use with Standards Based Grading	0%	3%	0%
Does not weight assignments within a standard	0%	3%	0%
Doesn't mathematically calculate trend scores	0%	3%	0%
doesn't work for elementary	3%	0%	0%
doesn't work well for SS and LA	0%	3%	0%
don't give grades	0%	0%	4%
Easier to use a paper copy for 1st grade	3%	0%	0%
easier to use paper grading templates	0%	3%	0%
elementary	3%	0%	0%
Elementary grades differently than middle/high	3%	0%	0%
elementary grading	3%	0%	0%
elementary is shut out 1st quarter	3%	0%	0%
I did in the past with other grade levels	3%	0%	0%
I do not teach classes.	0%	0%	4%
I don't assign 'grades' in 1st grade.	3%	0%	0%
I don't give grades or activities	0%	0%	4%
I don't grade individual assignments.	3%	0%	0%
I don't have enough time to input 220 students	0%	3%	0%
I don't like that the gradebook has so few options	0%	0%	4%
I don't score work	3%	0%	0%
I don't use grades	3%	0%	0%
I don't use percentage grades in Elementary	3%	0%	0%

I have 10 sections - not user friendly for my data	0%	3%	0%
I have another system for keeping assessments	3%	0%	0%
I have my own grading program	0%	0%	4%
I keep a hard copy of the gradebook	0%	3%	0%
I prefer to use an old fashioned gradebook	0%	0%	4%
I sometimes use it	0%	0%	4%
I teach elementary	3%	0%	0%
I teach kindergarten	6%	0%	0%
I track scores to create trend scores on paper	0%	3%	0%
I use another gradebook program	0%	0%	4%
I use it but it allows NO differentiated grading	0%	0%	4%
I used it before standards based grading	0%	3%	0%
I used to, but haven't had enough time to use it	0%	3%	0%
I want the hard copy and doc that a gradebook gives	0%	0%	4%
I will be this quarter.	0%	3%	0%
I'm an elementary teacher.	3%	0%	0%
Inadequate access to a computer	0%	3%	0%
it has bugs that shut it down	0%	0%	4%
it is a cumbersome database	0%	0%	4%
It is confusing and not easy to use	0%	3%	0%
Like the ol' red gradebook; not required yet	0%	0%	4%
Little instruction, takes so much time to enter.	0%	3%	0%
Mathematical functions are too limited	0%	0%	4%
Most of my families do not have computers	3%	0%	0%
Must keep paper gradebook. No time for extra work.	0%	3%	0%
N/A	3%	0%	0%
N/A for elementary	3%	0%	0%
N/A for Elementary with my curriculum design	3%	0%	0%
n/a for primary grades	3%	0%	0%
NA at kindergarten level	3%	0%	0%
need to set time aside to do the data entry	0%	3%	0%
No value in standards based system.	0%	3%	0%
not age appropriate	3%	0%	0%
not applicable for the grade I teach	3%	0%	0%
not appropriate for grade	3%	0%	0%
not appropriate for grades 2/3	3%	0%	0%
not appropriate for kindergarten	3%	0%	0%
Not good for multiple assignments as a math teacher	0%	0%	4%
not needed in K	3%	0%	0%
not practical, calculations-aren't trends!!!!	0%	3%	0%
Not real useful for first grade	3%	0%	0%
Not really appropriate at primary grade	3%	0%	0%
not really appropriate for elementary	3%	0%	0%
Not suitable for my grading system.	0%	0%	4%
Not user friendly	0%	0%	4%
old dog	0%	3%	0%
Only the parts I have to (used more last year but	0%	3%	0%
other teacher I team with does the gradebook	0%	0%	4%
prefer other methods I currently use for this purpose	0%	3%	0%
st. based grading=easier to keep by hand.	0%	3%	0%

Standards Based and IC Gradebook don't mix!!	0%	3%	0%
Students are too young to use this tool.	3%	0%	0%
students expect grades win 24 hrs & it doesn't hap	0%	0%	4%
students should keep track of their grades	0%	0%	4%
Takes too much time	0%	3%	0%
The gradebook does not do trend scores	0%	3%	0%
time	0%	6%	0%
Time consuming - both paper and IC gradebook	0%	3%	0%
time consuming and not necessary	3%	0%	0%
Time is spent grading essays not recording grades	0%	0%	4%
Time to enter, and like paper copy	0%	3%	0%
Time. My time is best spent attending to essays.	0%	0%	4%
too cumbersome; too time consuming	0%	3%	0%
Too many pages to go between--takes too long.	0%	3%	0%
too time consuming - multiple standards on 1 assignment	0%	3%	0%
too time consuming to update	0%	3%	0%
tried once- lost 2 hrs of work-crashed inefficient	0%	0%	4%
use a more efficient method	0%	0%	4%
way too time consuming to get it the way I want	0%	3%	0%
Why let parents see & predict end 'trend' incorrectly?	0%	3%	0%

Missing Assignment Messenger

Note: Asked only of teachers using grade book

Gradebook used?	Yes

Percent of Group	Level		
Missing assignments used?	1-Elem	2-Middle	3-High
No	95%	80%	87%
Yes	5%	20%	13%

Gradebook used?	Yes
Missing assignments used?	No

Percent of Group	Level		
Missing assignments - why not?	1-Elem	2-Middle	3-High
I am interested but haven't had time to explore.	0%	30%	15%
I am not familiar with this tool.	71%	37%	69%
I don't see any value in using this tool.	6%	7%	6%
Other	24%	26%	9%

Gradebook used?	Yes
Missing assignments - why not?	Other

Percent of Group	Level		
Missing assignments - other	1-Elem	2-Middle	3-High
call parents	0%	6%	0%
confusing and not user friendly	0%	6%	0%
didn't know it existed	0%	0%	7%
doesn't match my grading style	0%	0%	7%
Few of my students & parents have access to IC.	0%	0%	7%
FYI - Just started this term to print that report	0%	0%	7%
Have not been taught how to use it	0%	6%	0%
have to mark all assignments with missing flag	0%	0%	7%
HW is graded at random, this unrandomizes	0%	0%	7%
I am concerned that not enough of parents use IC	0%	6%	0%
I am not always caught up in posting info into IC.	0%	6%	0%
I didn't know any of the messengers were active.	0%	0%	7%
I dislike how you have to click on each student.	0%	0%	7%
I don't give out assignments	0%	0%	7%
I go right to the kid	0%	6%	0%
I just leave the score blank	0%	6%	0%
I just record a 0 for the grade	0%	0%	7%
I teach chorus, not a lot of assignments	0%	6%	0%
information is on IC already to view	0%	6%	0%
less applicable to my content area	0%	6%	0%
M.A. designation does not work well too many click	0%	0%	7%

Many families do not have a home computer	0%	6%	0%
missing assignments can't be made up	0%	0%	7%
Most of my parents do not have internet access	0%	6%	0%
NA	0%	6%	0%
not applicable	0%	0%	7%
not appropriate for age of children	33%	0%	0%
not appropriate for grade level	33%	0%	0%
not relevant to grade level	33%	0%	0%
Only use for mini assessments. Unit tests.	0%	6%	0%
parents don't have internet access	0%	0%	7%
Parents w/o internet access	0%	6%	0%
Students do not have access to computers at home	0%	6%	0%
Time.	0%	6%	0%

Failing Grades Messenger

Note: Asked only of teachers using grade book

Gradebook used?	Yes

Percent of Group	Level		
			3-
Falling grades used?	1-Elem	2-Middle	High
No	94%	91%	94%
Yes	6%	· 9%	6%

Gradebook used?	Yes
Failing grades used?	No

Percent of Group	Level		
			3-
Failing grades - why not?	1-Elem	2-Middle	High
I am interested but haven't had time to explore.	0%	23%	13%
I am not familiar with this tool.	69%	53%	78%
I don't see any value in using this tool.	13%	6%	4%
Other	19%	18%	5%

Gradebook used?	Yes
Failing grades - why not?	Other

Percent of Group	Level		
			3-
Failing grades - other	1-Elem	2-Middle	High
can not guarantee delivery so no value	0%	0%	13%
families do not have internet, or don't use it oft	0%	7%	0%
Few of my students & parents have access to IC.	0%	0%	13%
have not been taught how to use it	0%	7%	0%
I am supporting a class	0%	0%	13%
I call parents	0%	0%	13%
I call parents instead	0%	0%	13%
I call parents to talk to them personally.	0%	7%	0%
I contact these parents of students	0%	0%	13%
I didn't know any of the messengers were active.	0%	0%	13%
I make personal phone calls.	0%	7%	0%
I rather call the home with this message	0%	0%	13%
information already on IC to view	0%	7%	0%
less applicable to me	0%	7%	0%
Many families do not have a home computer	0%	7%	0%
Most of my parents do not have internet access	0%	7%	0%
N/A	33%	0%	0%
no averages - will it work?	0%	7%	0%
no failures	0%	7%	0%
Not a high school teacher.	0%	7%	0%
not appropriate for grade level	33%	0%	0%

Not aware of this tool. Not enough training.	0%	7%	0%
not relevant to grade level	33%	0%	0%
not so relevant in MS	0%	7%	0%
Parents w/o internet access	0%	7%	0%

Moodle — Learning Management System

Percent of Group	Level		
			3-
Moodle used?	1-Elem	2-Middle	High
No	89%	89%	90%
Yes	11%	11%	10%

Percent of Group	Level		
			3-
Moodle - why not?	1-Elem	2-Middle	High
I am interested but haven't had time to explore.	24%	37%	24%
I am not familiar with this tool.	45%	41%	55%
I don't see any value in using this tool.	11%	6%	8%
Other	20%	16%	14%

Percent of Group	Moodle used?	Level	
	No		
			3-
Interested in Moodle professional development?	1-Elem	2-Middle	High
No	47%	30%	28%
Yes	53%	70%	72%

Moodle used?	No
Moodle - why not?	Other

Percent of Group	Level		
			3-
Moodle - other	1-Elem	2-Middle	High
Am in the process of learning it.	0%	5%	0%
Bad Moodle experience with last in service	0%	5%	0%
because of team taught classes classes are separate	0%	0%	5%
class lists are entered too late, then no time to	0%	0%	5%
did not have current email info for students	0%	0%	5%
Doesn't' seem appropriate for young children.	4%	0%	0%
Don't like that everyone needs to register	0%	0%	5%
Don't need it, as of now	0%	0%	5%
few students interested in accessing info this way	0%	0%	5%
have not had sub release training time	4%	0%	0%
Have not used it in class yet	0%	0%	5%
Have used it. Who has the time?	4%	0%	0%
haven't had time to set up Moodle for my class	4%	0%	0%
I am currently learning how to use it.	0%	0%	5%
I am interested but have no training.	0%	5%	0%
I am still learning about it	0%	5%	0%
I didn't know the school used Moodle	0%	5%	0%
I do not have any students who are @ that reading level	4%	0%	0%
I do not teach classes	0%	0%	5%
I don't have time	4%	0%	0%
I don't think that it allows for good organization	0%	0%	5%
I had training but no time to use it	4%	0%	0%

I have my own website.	0%	5%	0%
I have no idea how to	0%	5%	0%
I have not been able to log in to Moodle	4%	0%	0%
I have used it nut not currently	4%	0%	0%
it is difficult to access and navigate	0%	5%	0%
It is tedious to use and I have not got the time i	4%	0%	0%
It seems very clunky	0%	0%	5%
I've tried but don't find it user friendly	0%	0%	5%
just recently learned about it at training	4%	0%	0%
Lack of time.	0%	5%	0%
Moodle in another location used by Dept.	0%	0%	5%
Most of my parents do not have internet access	0%	5%	0%
n/a for grade level	4%	0%	0%
n/a kindergarten	4%	0%	0%
never taught how to use it	4%	0%	0%
no computers for kids to use	4%	0%	0%
no need	4%	0%	0%
No need at this time	0%	0%	5%
No need at this time but good option for the future	0%	0%	5%
No time	0%	10%	5%
no training and access to computers for all kids c	0%	5%	0%
not age appropriate	4%	0%	0%
not appropriate for kindergarten	4%	0%	0%
Not confident enough to use at this time.	0%	5%	0%
not enough student computer access-@home & school!!!!	0%	5%	0%
Not enough time in the day to keep up with this	0%	5%	0%
prefer to talk or email directly to person	0%	5%	0%
seems too time consuming	0%	0%	5%
Seriously, NO TIME to do this!!	0%	5%	0%
starting literacy unit in January	4%	0%	0%
The isn't a computer lab available for all periods	0%	5%	0%
There isn't enough memory to load my PowerPoint le	0%	0%	5%
Too little time in my day.	0%	0%	5%
too many sign-ins! simplify this!	4%	0%	0%
Too much computer time - instruction is priority	4%	0%	0%
Took a course in 2006. Will use it for Lucy Calkins	4%	0%	0%
trying to get access	0%	0%	5%
used it at one time for a class	4%	0%	0%
waste of time	0%	5%	0%
We have a shared J Drive for posting information	0%	0%	5%
Will start after Thanksgiving.	4%	0%	0%
You overestimate how much time teachers have	0%	0%	5%

Blogs

Percent of Group	Level		
Blog tool used?	1-Elem	2-Middle	3-High
No	98%	93%	92%
Yes	2%	7%	8%

Percent of Group	
Blog - what one?	Total
blogger	19%
blogger and zoho	3%
Blogger.com	6%
blogspot	16%
blogspot.com	3%
Currently introduced to technology in EETT class.	3%
eBlogger	3%
google dashboard	3%
Herronnetwork	3%
I have one, but don't use it yet	3%
Moodle	9%
N/A	6%
n/a for primary grades	3%
Nabble	3%
None	3%
through my website through powermonster.net	3%
travel logs that share experience with cultures	3%
typepad	3%
You tube, Science websites, discussion clips	3%

45

Wikis

Percent of Group	Level		
Wiki tool used?	1-Elem	2-Middle	3-High
No	98%	97%	92%
Yes	2%	3%	8%

Percent of Group	
Wiki - what one?	Total
Congresspedia	3%
currently implementing one for our class	3%
Currently introduced to technology in EETT class.	3%
I use it for the PDS seminar new teachers and student teacher	3%
Is our Destiny Lake View a wiki? I use that.	3%
is this wikipedia?	3%
It was only for one class and my sister, who lives	3%
Moodle	3%
n/a	3%
N/Q	3%
None	3%
PB works	3%
pbwiki	7%
pbworks	3%
through my website through powermonster.net	3%
web sites and share pages	3%
wiki spaces	3%
wikipedia	3%
wikispaces	21%
wikispaces.com	10%
zoho, moodle	3%

Social Networks

Percent of Group	Level		
Social network tool used?	1-Elem	2-Middle	3-High
No	98%	96%	92%
Yes	2%	4%	8%

Percent of Group	
Social network - what one?	Total
Achieve 3000	4%
Facebook	32%
FACEBOOK for my HOSA club	4%
Facebook for Science Olympiad club	4%
Facebook Groups	4%
facebook, since it is what students already use	4%
facebook, twitter	4%
facebook-for personal use	4%
I can't begin to list it all call me (238-0343)	4%
n/a	4%
NING	4%
Ning, Facebook	4%
None	4%
not with parents or students	4%
shared photobooks of relevant curricular themes	4%
teachertube	4%
Thought we couldn't do this	4%
too many to list here, sorting through them	4%
whyville	4%
You tube videos,	4%

Web Page

Percent of Group	Level		
Web page used?	1-Elem	2-Middle	3-High
No	98%	92%	89%
Yes	2%	8%	11%

Percent of Group	
Web page - what one?	Total
angelfire	2%
Apple	2%
but plan on creating a Drupal page soon!	2%
Dream Weaver but I also use Drupel	2%
dreamweaver	5%
drupal	10%
drupal - we're forced to!	2%
Drupal (School website)	2%
drupal because i'm forced to. prefer dreamweaver	2%
FrontPage	2%
google	7%
google groups	2%
Google sites	7%
googlepages	2%
googlesites	2%
heronnetwork.org	2%
I don't know what you mean by 'web page tool.'	2%
I use the web page connected to my school's page	2%
moodle	2%
my own hosting web site	2%
N/A	5%
None	2%
powermonster.net	2%
schoolnotes.com	2%
series of pages in eBlogger	2%
squarespace.com	2%
the school DRUPAL site	2%
Toki does	2%
used to - didn't get enough hits to maintain it	2%
used to use google but migrated to wiki	2%
we use the school website and add ours to it	2%
weebly.com	2%

Electronic Grade Book, Lesson Planner, Parent/Student Portal Use

District	Grade Book/Lesson Planner	Parent/Student Portal
Appleton	We use a gradebook at the high school level that is purchased. We read from the database and post assignments to the portal. 97% of the high school teachers use the gradebook to post some assignments. Over 80 % use the gradebook to post most assignments. In the middle school, the ratio is lower at 60% for posting assignments. We have not supported the program at the elementary, but we do have a large portion of 6th grade teachers using it.	We have written our own parent portal. Our students check the portal, on average twice a day. Parents/guardians have a separate login that is matched by family number. Most parents on the secondary level check it regularly within the report card or test seasons. We are putting more information out there all the time, so it is checked with more regularity (like – food system balance, books checked out, absentees, overall grades and grade histories, MAP scores, etc.)
Eau Claire	We have a clear expectation that all teachers use the gradebook and keep updated grades for parents to view. It is the only way teachers can submit grades at the end of the grading period. We hear about it pretty quick from both students and parents when it is not done. We are currently piloting elementary and expect it will be a multiple year process to bring them online. Next year is a transition year for the elem and then 2011/12 the elec gradebook will be required for all elem teachers, and it will be standards-based. (Skyward) A small group is piloting it this year and is quite excited about the features and the work Skyward is doing with us.	I am not sure about parent use but I have not talked to a parent in the last year that does not use it. I did not mention this yesterday but Jerry (Milwaukee) brings up the ID issue. We do the same, require a personal visit and a picture ID to get the account activated. So I thought I was going to hear about it, and I did, but in a positive manner. Parents called and said how much they appreciated our efforts to protect their students. In some cases we have had to bend some when a parent is living further away and can not get to the school, like hours or states away. We work with them individually until we are comfortable.
Edgewood HS	We require all teachers to use GradeBook. They have benchmark dates as to when things need to be put up (with the exception of pop quizzes), and the expectation is that work will be graded and posted no later than two weeks after collection.	Our parental access statistics report in PowerSchool does not break down the percentage of parents using it, but we did have 99.4% of student records accessed so far this year, with 27631 parental logins and 35690 student logins. Our current enrollment is 676, so someone is on there a lot...
Elmbrook	Our 6-12 teachers are required to post their grades in IC 8 times a year (this includes using the gradebook and the term posts). Of course, most update their gradebook much more frequently.	With our parent culture, we see decent percentage of 6th grade parents (we don't use the gradebook at elementary) - 35% use the portal, and the numbers go up through 10th/11th grade (35%-45%). Once they are seniors, parent interest in the portal wanes (still above 25%).
Green Bay	Before rolling it out in a school, the building principal established usage expectations working with groups of pilot teachers. Teachers are expected to record assignments and assessments and have 10 days after a	In Green Bay we use Zangle and ParentConnection at our middle and high schools. We have good participation with an average of 52% of parents enrolled in ParentConnection.

District	Grade Book/Lesson Planner	Parent/Student Portal
	due date to post marks to the grade book. Parents are informed that this is the standard. We have good compliance with teachers. We don't track, but based on principal feedback we believe that between 80% to 90% of our middle and high school teachers participate. Without principal backing, peer pressure and parent pressure the results will be low.	At the elementary level we use Webgrader and one school has implemented the parent part. The rest use other means to communicate with parents, in most cases a weekly folder with student work and messages. Our method of ID parents. They submit a request for a parent account. This can be done via email or in person. After verifying the contact information, we snail mail account information to the address we have on record for the person requesting the account. In the letter we ask them to contact us immediately if they did not request a parent account and then we disable it. We have had no problems with this method.
Kaukauna	When we implemented Infinite Campus for the 04/05 school year the requirement for our high school and middle school teachers: 1. Minimum they were required to post assignments the day they are assigned 2. Grade assignments within a week of due date 3. If bigger assignments (book report/essays) they were to note in the description of the assignment when parents could expect a grade to show. Elementary use standard based report cards: 1. They need to do all reporting for report cards within Infinite Campus 2. Lesson Planners are not mandatory that they use them	Usage (report ran for this week): 1. High School 71% of parents have accounts 73% have logged in this week (grade 9 through 12) 2. Middle School 71% of parents have accounts and 75% have logged in this week (grade 7 & 8) 3. Intermediate School 71% of parents have accounts and 57% have logged in this week (5 & 6) 4. Electa Quinney Elementary 59% of parents have accounts and 27% have logged in this week (grades 1 - 4) 5. Park Elementary 60% of parents have accounts and 43% have logged in this week (grades 1 - 4) 6. Victor Haen Elementary 48% of parents have accounts and 31% have logged in this week (grades 1 - 4) 7. Tanner Early Learning Center 30% of parents have accounts and 19% have logged in this week (EC - KG)
Kenosha	It is a mandate that secondary level teachers utilize the electronic grade book so participation is 100%. Elementary teachers (3 – 5) will be required to utilize the	While we have 100% of parents signed up, meaning that every legal guardian has an account and has been provided with information to access their account, I would say the percentage of parent use is low. For some schools usage is

District	Grade Book/Lesson Planner	Parent/Student Portal
	electronic grade book by the 2011 school year.	high because the school preaches the use of the parent portal but for other schools usage is low because ParentConnection is not a priority. We require parents to visit the school and present a picture ID in order to receive their PIN and password. This has worked very well and I have not heard of any issues with this process. In special circumstances we have accepted a faxed copy of a drivers license when an in-person visit is not possible.
Menasha	All middle school and high school teachers are required to use the gradebook and gradebook info is published to the portal. Elementary teachers began using gradebook this school year. The gradebook info is not published to the portal at this time.	60% of parents at the high school have accounts. 42% of parents at the middle school have accounts. Approximately 21% of elementary parents have accounts mostly because of older siblings in middle and high school. We did offer to help parents set up accounts at our back to school registration in August.
Middleton-Cross Plains	At the High School: 84% Teacher Lesson Plan and Gradebook Usage Kromrey Middle: 90% Teacher Lesson Plan and Gradebook Usage Glacier Creek Middle: 88% Teacher Lesson Plan and Gradebook Usage We do not require the teachers to use the gradebook, but as you can see most do. We don't use the gradebook at the elementary level as of yet, but plan to do so in a couple of years.	At the High School: 78% Guardian portal usage Kromrey Middle: 85% Guardian Portal Usage Glacier Creek Middle 88% Guardian Portal Usage We don't use the portal at the elementary level, but there are 37% of parents have access via their children that are at the middle and high school level.
Milwaukee	We required use of our grade book for high schools for 2008-09 and for middle schools for 2009-10. The third step would seem to be to require K-5s to use it for 2010-11; we're holding off on that out of concern that it may be difficult to set up the related courses in some situations, although of course we encourage its use. We have developed a report that monitors the use of grade book, and we distribute this information to our	We've had great frustration in getting parents to use our portal (eSIS "Parent Assistant") – we're stuck at about 6,000 of our 55,000 or so families. Part of the problem is our own tough requirements for what it takes to get an ID. The parent must come to the school and bring several forms of ID, partly to prove that they're the custodial parent. A few schools have had great success in getting a large number of their parents on the portal. The trick seems to be aggressive marketing, including use of a sign-up booth at events such as parent-

District	Grade Book/Lesson Planner	Parent/Student Portal
	principals. For 2008-09 I recall that about 85% of high school teachers used grade book and 53% of middle school teachers, even though it wasn't required.	teacher conferences when parents are at the school anyway.
Mount Horeb	Mount Horeb requires all teachers to use the Campus grade book (standards based report card K-5) and lesson planner tool. Our policy committee (which included some teachers) decided that was the only way to go. Four years into it the teachers see the reasoning behind it.	About 75% of the high school and middle school students using the portal and about 50% of the parents K-12 using the Portal. More parents with 6-12 grade students use the portal, which we have used a number of methods to sign them up. We didn't start signing up parents with K-5 students until last year which was the first year we used the standards based report card.
Mukwonago	All of our middle school and high school teachers are required to use the lesson planner/gradebook and gradebook info is published to the portal. Our elementary teachers use standard based reporting and are not using IC for grading yet.	At the high school, 73% of the parents and 69% of the students have portal accounts. The middle school (grades 7-8) has 81% of the parents and 83% of the students with portal accounts. High school/middle school parents who also have children in elementary schools can see elementary school students' schedules, attendance, fees, and immunizations but we do not signed up elementary student only parents for the portal.
Muskego-Norway	Our teachers are required to use the gradebook for all middle and high school classes. Teachers are expected to keep grades up within one week of due date for the assignment.	We are in the 80% range for usage by parents and higher for students on the portal.
Neenah	We require all teachers in grades 4-12 to enter grades into the gradebook. We will be sending all grades electronically starting 2010-11.	71% of HS parents with accounts, and of those they are averaging over 1 log in per week per account
Northland Pines	It's not an option in our district not to use the grade book for our secondary teachers. They use the lesson planner w/the grade book. They are expected to post all grades within 1-2 weeks from the due date. Our elementary teachers grade by task and/or student due to Standards Based Reporting. Even when we used SASI (before switching to Infinite	

District	Grade Book/Lesson Planner	Parent/Student Portal
	Campus) our secondary teachers were required to use an electronic grade book.	
Oregon	We use PowerSchool, and require all teachers in grades 5-12 to enter their assignments, grades and outcomes into it at least weekly, using either the PowerTeacher Gradebook or the PowerTeacher portal. Most teachers enter assignments daily and scores as soon as they are computed. If/when a teacher doesn't do this in a timely manner, it is considered a teacher performance issue that is addressed by the building principal. Elementary teachers don't assign grades, but they must submit their district outcome scores by the end of each grading period. So, I would say we have 100% staff participation.	Here are the statistics for our PowerSchool logins by parents and students for the current year, for each school level. As you can see, the % is higher at the upper levels. High School: Number of students whose 1105 / 1176 records were accessed: (93.9%) Middle School (grades 7-8): Number of students whose 550 / 562 records were accessed: (97.8%) Because elementary teachers don't enter grades, elementary parents tend not to log in at all.
Portage	Since we started with PowerSchool in 2002 we require all our teachers to use the electronic gradebook K-12. They must have all assignment grades posted within one week of collecting them. The reality is, the majority of our teachers record their grades on a daily basis.	We do not mail progress reports any more for grades 7-12; parents are just reminded to check PowerSchool. About 60% of our parents use the parent portal. Also, 20% of our parents have signed up to receive email progress reports on a regular basis. They have the choice of daily, weekly, or monthly.
Poynette	We require our staff to use it. We have a policy that we share with parents on the frequency that they can expect grades to be posted too. We send all of our grades electronically, unless a parent requests that they be mailed because they don't have access.	
Sun Prairie	We require all teachers, grades 4k-12, to use the electronic gradebook.	Our Parent portal for grades 6-12 has been open for 4 months, and 30-50 % of parents at each grade level are using their accounts.
Verona	Teachers in grades 6-12 are required to use the PowerSchool Gradebook, so they all use it. Principals may set more specific expectations as to how frequently they update it, but the use of the gradebook is not optional.	Here are stats for our High School for this year: Number of students whose records were accessed: 1387 / 1496 (92.7%). Our middle schools are slightly less...between 61 and 78% records have been accessed.
Waukesha	We use WebGrader and it is used by all teachers K-12. Not all teachers are using it at the same level but they all use the electronic gradebook. 7-12 grades are posted	Parents do access the information in WebGrader but I do not have usage statistics. I have mailed information to parents/guardians with their accounts for WebGrader. We

District	Grade Book/Lesson Planner	Parent/Student Portal
	from WebGrader to Zangle our student information system. The elementary report cards are printed at each school from WebGrader. The elementary report card is standards based. The secondary report cards are not but we are moving in that direction.	have not had a problem with that method of delivery of the information.
Waunakee	We request that our middle school and high school teachers update their gradebook at least every two weeks. 44% of our 7-12 teachers updated Integrade Pro today and 98% have done so within the last week. We require teachers at the secondary level to use Integrade Pro.	Parent participation is harder to assess, in part because I can see the number of times a parent has logged in to Parent Connect, but not the student's level or when the last login was. There isn't much information that would interest an elementary parent in ParentConnect as it is only 7-12 that have a connection to Integrade Pro. However, we allow all parents to register for Parent Connect so I have to calculate my percentages across our entire parent universe. I'm working by a rough estimate of households. In most instances, it is one ParentConnect account per household, but I know we have some households where both parents have accounts. My best estimate is that 40% of households have requested ParentConnect accounts, 25% use them, and 5% use them very heavily. This is for K-12. If I had to guess as to 7-12 percentages, it would be 60% with accounts, 45% use them, and 10% use them heavily. ParentConnect also allows parents to sign up for email alerts for absences, tardies, failing grades, etc., so some rely more on the email push alert than logging into the portal to check on their student.
Wausau	We currently have fairly high participation in secondary schools when it comes to gradebook use. We issued an edict from on high about the expectation that grades would be "up to date" and addressed at least once every two weeks.

We have about 80% teacher participation at the high school level. Expectations are hugely important. We redirect every parent call about problems of non-use to the principal. | Approximately 70% parent sign-up for the portal |