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Madison,

Wisconsin

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www.mmsd.org

Daniel A. Nerad, Superintendent of Schools

## APPENDIX LLL-5-13 November 9, 2009

October 28, 2009

## **MEMORANDUM**

To:

Members of the Board of Education

From:

Daniel A. Nerad, Superintendent

Subject:

Strategic Objectives - Performance Measures

Attached is a list of the possible performance measures cross referenced by the Strategic Plan's strategic objectives.

The document is not yet completed, but for some areas provides the current data for the performance measure. This will be discussed at the committee meeting on November 2. Final recommendations will be provided at a future date.

## MMSD Strategic Plan Performal easures Recommended

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## Performence Measure    The Condition Rate   Continue   Continue			<u> </u>																		<del></del> ,						**********			
Performance Measure				8	Studen	t		Çu	rriculu	m		Sta	aff	1			Sy	/stem	s/Orga	anizat	ion				,	Year				-
A   DP  Gradualinin Rate	Performance Measure #		Performance Measure	Achievement for All Students	Relationships	Transitions	Accelerated Learning	Assessment	Civic Engagement	Cultural Refevance	Flexible Instruction	Professional Development	and Retaining	Resources	Evaluation	Necessary Resources	Climate	Communication	Cooperation/Collaboration	Decision-Making	Partnerships	70 Sin 5 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	802002	2003-09	2009-10	2010-11	2011-12	2012:13	2013-14	2014-15
B.   MASS Pour Year Cohort Graduation Rate	1		Graduation Rate			Х	х														00.0									
A   Number and pervent of students scoring at each   x   profession of WKCE   x   x   x   x   x   x   x   x   x		Α	DPI Graduation Rate	T		Х	×															84.7%	84.3%	NA	85.0%	87.4%	90.6%	93.7%	96.9%	100%
## A WKCE Reading Proficiency Percentage Grade 3 x x x 1 76.0% 73.7% 71.7% 74.0% 80.5% 87.0% 93.5% 1 C WKCE Reading Proficiency Percentage Grade 4 x x x x 1 77.8% 73.6% 73.7% 74.0% 80.5% 87.0% 93.5% 1 C WKCE Reading Proficiency Percentage Grade 5 x x x 1 78.8% 73.0% 73.0% 73.0% 73.0% 80.5% 87.0% 93.5% 1 E WKCE Reading Proficiency Percentage Grade 5 x x x 1 82.2% 81.0% 77.8% 73.0% 73.0% 80.5% 87.0% 93.5% 1 E WKCE Reading Proficiency Percentage Grade 5 x x x 1 82.2% 81.0% 77.8% 73.0% 80.5% 87.0% 93.5% 1 E WKCE Reading Proficiency Percentage Grade 7 x x x 1 82.2% 81.0% 77.8% 73.0% 80.5% 87.0% 93.5% 1 E WKCE Reading Proficiency Percentage Grade 8 x x 1 82.2% 81.5% 81.0% 73.0% 80.5% 87.0% 93.5% 1 E WKCE Reading Proficiency Percentage Grade 7 x x x 1 82.2% 81.5% 81.0% 73.0% 80.5% 87.0% 93.5% 1 E WKCE Reading Proficiency Percentage Grade 10 x x x 1 82.2% 81.5% 81.0% 73.0% 80.5% 87.0% 93.5% 1 E WKCE Reading Proficiency Percentage Grade 10 x x x 1 82.2% 81.5% 81.0% 73.0% 80.5% 87.0% 93.5% 1 E WKCE Reading Proficiency Percentage Grade 10 x x x 1 82.2% 81.5% 81.0% 80.5% 87.0% 93.5% 1 E WKCE Reading Proficiency Percentage Grade 10 x x x 1 82.2% 81.5% 81.0% 80.5% 87.0% 93.5% 1 E WKCE Manual Proficiency Percentage Grade 5 x x x 1 82.2% 81.5% 81.0% 80.5% 87.0% 93.5% 1 E WKCE Manual Proficiency Percentage Grade 5 x x x 1 82.2% 81.5% 81.0% 82.5% 87.0% 93.5% 1 E WKCE Manual Proficiency Percentage Grade 5 x x x 1 82.2% 81.5% 81.0% 82.5		В	MMSD Four Year Cohort Graduation Rate			Х	х		T		1	7										92.0%	92.8%	89.8%	91.5%	93.2%	94.9%	96.6%	98.3%	100%
A WKCE Reading Profitiency Percentage Grade 4	2		proficiency or higher performance levels on WKCE	x							х	-																		
C WKCE Reading Proficiency Percentage Grade 5 x x x 2 22,24 81,05 73,09 74,09 80,59 70,09 83,59 71 E WKCE Reading Proficiency Percentage Grade 7 x x 2 22,24 81,05 72,05 72,05 80,05 87,07 83,55 71 E WKCE Reading Proficiency Percentage Grade 7 x x 2 2 2,25 81,05 72,05 80,05 87,07 83,05 91,		Α		×						一	x											76.0%	73.7%	71.7%	74.0%	80.5%	87.0%	93.5%	100%	100%
C WKCE Reading Proficiency Percentage Grade 5 x x x 2 22,24 81,05 73,09 74,09 80,59 70,09 83,59 71 E WKCE Reading Proficiency Percentage Grade 7 x x 2 22,24 81,05 72,05 72,05 80,05 87,07 83,55 71 E WKCE Reading Proficiency Percentage Grade 7 x x 2 2 2,25 81,05 72,05 80,05 87,07 83,05 91,		В	WKCE Reading Proficiency Percentage Grade 4	Х						_	х											77.3%	74.9%	75.9%	74.0%	80.5%	87.0%	93.5%	100%	100%
E   WKCE Reading Proficiency Percentage Grade 7   X   X   X   X   X   X   X   X   X		С	WKCE Reading Proficiency Percentage Grade 5	х						1		7										79.8%				80.5%	<del></del>	<u> </u>	100%	100%
F   WKCE Reading Proficiency Percentage Grade 8   x   x   x   x   x   x   x   x   x		D	WKCE Reading Proficiency Percentage Grade 6	x							х											82.2%	81.0%	77.8%	74.0%	80.5%	87.0%	93.5%	100%	100%
G   WKCE Reading Proficiency Percentage Grade 10   x   x   x   x   x   x   x   x   x		E	WKCE Reading Proficiency Percentage Grade 7	х							х											79.4%	81.0%	81.3%	74.0%	80.5%	87.0%	93.5%	100%	100%
H H WKCE Math Proficiency Percentage Grade 3 x x x x x x x x x x x x x x x x x x			WKCE Reading Proficiency Percentage Grade 8	×							x											82.5%	81.5%	81.0%	74.0%	80.5%	87.0%	93.5%	100%	100%
1   WKCE Math Proficiency Percentage Grade 4   X   X   X   X   X   X   X   X   X		G		×							х											66.3%	67.9%	70.4%	74.0%	80.5%	87.0%	93.5%	100%	100%
J WKCE Math Proficiency Percentage Grade 5		Н	WKCE Math Proficiency Percentage Grade 3	X							х											71.7%	71.5%	71.6%	58.0%	68.5%	79.0%	89.5%	100%	100%
K   WKCE Math Proficiency Percentage Grade 6   X   X   X   74,1%   73,4%   70,8%   68,5%   79,0%   89,5%   10		1	WKCE Math Proficiency Percentage Grade 4	х	1 1						x											74,4%	72.7%	76.2%	58,0%	68.5%	79.0%	89.5%	100%	100%
L WKCE Math Proficiency Percentage Grade 8		J	WKCE Math Proficiency Percentage Grade 5	X							х											71.5%	72.9%	72.5%	58.0%	68.5%	79.0%	89,5%	100%	100%
M   WKCE Math Proficiency Percentage Grade 8   X   X   X   X   X   X   X   X   X		K	WKCE Math Proficiency Percentage Grade 6	х							x					T						74.1%	73.4%	70.8%	58.0%	68.5%	79.0%	89.5%	100%	100%
N   WKCE Math Proficiency Percentage Grade 10   X   X   X   X   X   X   X   X   X	$\Gamma$ T	L	WKCE Math Proficiency Percentage Grade 7	х				T		T	х	$\neg \tau$					7				1	75.6%	74.9%	75.0%	58.0%	68.5%	79.0%	89.5%	100%	100%
D		M	WKCE Math Proficiency Percentage Grade 8	х							x											75.5%	71.8%	73.8%	58.0%	68.5%	79.0%	89.5%	100%	100%
P   WKCE Language Arts Proficiency Percentage Grade 8   X   X		N	WKCE Math Proficiency Percentage Grade 10	x							х									1		68.2%	65,4%	65.0%	58.0%	68.5%	79.0%	89.5%	100%	100%
Q   WKCE Language Arts Proficiency Percentage Grade   x   x     65.4%   63.0%   64.4%   70.0%   77.5%   85.0%   92.5%   10   10		0	WKCE Language Arts Proficiency Percentage Grade 4	x							X											72.4%	70.1%	67.9%	70.0%	77.5%	85.0%	92.5%	100%	100%
10		Р	WKCE Language Arts Proficiency Percentage Grade 8	х							x											61.7%	62.0%	62.5%	70.0%	77.5%	85.0%	92.5%	100%	100%
S WKCE Science Proficiency Percentage Grade 8		Q		×							х											65.4%	63.0%	64.4%	70.0%	77.5%	85.0%	92.5%	100%	100%
S   WKCE Science Proficiency Percentage Grade 8   X   X   X   X   X   X   X   X   X		R	WKCE Science Proficiency Percentage Grade 4	х		$\neg$	1			7	х	1	1			1	1			1		71.7%	70.1%	68.4%	75.0%	81.3%	87.5%	93.8%	100%	100%
T WKCE Science Proficiency Percentage Grade 10		S		х			_	$\neg$								$\neg \uparrow$				1		72,7%	71.1%	73.1%	75.0%	81.3%	87.5%	93.8%	100%	100%
V   WKCE Social Studies Proficiency Percentage Grade 8   x		Т	WKCE Science Proficiency Percentage Grade 10	×							х											64.5%	64.0%	65.3%	75.0%	81.3%	87.5%	93.8%	100%	100%
W   WKCE Social Studies Proficiency Percentage Grade   x   x   x   x   x   x   x   x   x		υ	WKCE Social Studies Proficiency Percentage Grade 4	х							x											87.9%	86.2%	86.0%	90.0%	92.5%	95.0%	97.5%	100%	100%
10		٧	WKCE Social Studies Proficiency Percentage Grade 8	х							х											80.8%	77.3%	79.1%	90.0%	92.5%	95.0%	97.5%	100%	100%
Description		W	,	х	-						x											71.2%	66.9%	70.3%	90.0%	92.5%	95.0%	97.5%	100%	100%
A       Elementary - Reading Standard 1       x       x       x       x         B       Elementary - Reading Standard 2       x       x       x       x         C       Elementary - Reading Standard 3       x       x       x       x         D       Elementary - Math Standard 1       x       x       x       x         E       Elementary - Math Standard 2       x       x       x       x	3			×						×																				
C         Elementary - Reading Standard 3         x <t< td=""><td></td><td>Α</td><td></td><td>х</td><td></td><td></td><td>1</td><td></td><td></td><td>x</td><td></td><td>一十</td><td></td><td></td><td></td><td></td><td>_</td><td></td><td></td><td>7</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<>		Α		х			1			x		一十					_			7										
C         Elementary - Reading Standard 3         x <t< td=""><td></td><td>В</td><td></td><td>×</td><td></td><td></td><td></td><td></td><td>~</td><td></td><td></td><td><math>\neg \uparrow</math></td><td><math>\neg \uparrow</math></td><td></td><td></td><td><math>\neg \uparrow</math></td><td></td><td></td><td>-</td><td></td><td></td><td>-</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<>		В		×					~			$\neg \uparrow$	$\neg \uparrow$			$\neg \uparrow$			-			-								
D         Elementary - Math Standard 1         x         x         x           E         Elementary - Math Standard 2         x         x         x		С		x			$\neg \uparrow$			····																				
E Elementary - Math Standard 2 x x x		D		х			_	1								T				$\neg \dagger$	$\neg \uparrow$									
<u>}</u>		E			-	_	1					$\neg \vdash$				_	$\neg$		-	7		1						1		
		F	Elementary - Math Standard 3	х			$\neg$		~			十	-	1																······································

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Performance Measure	Peformance Measure Subnumber	Performance Measure	Achievement for All Students	Relationships	Transitions	Accelerated Learning	Assessment	Civic Engagemen	Cultural Relevance	Flexible Instruction	Professional Development	Recruiting and Retaining St	Prioritize and Allocate Resources	Rigorous Evaluation	Pursue Necessary Resources	Climate	Communication	Cooperation/Collaboration	Decision-Making	Partnerships			SU-RUDZ	2005-10	2010-11	2011-12	201210	2013-14	2014-15
T i	G	Elementary - Science Standard	х	t	<b>-</b>	t			x			1			-	_					nama and desiration sur-	720000000000V222			V3140000000000100404000	houseness of the same and	1 Contraction Country	SOUTH STATE OF THE	HISHWEST STORY
	H	Elementary - Art Standard	X		1	<b>†</b>			х								一十	一十											1
4		Percentage of students participating in advanced courses - Grades 9 through 12	Х			х			х												14,4%	15.1%	9.3%						
	A	Percentage of students participating in advanced courses - Grade 9	х			Х			X												0.3%	0.4%	0.2%						
	В	Percentage of students participating in advanced courses - Grade 10	x			Х			х												5.5%	7.3%	1.9%						
	С	Percentage of students participating in advanced courses - Grade 11	x			х			х												18.1%	18.0%	10.6%						
	D	Percentage of students participating in advanced courses - Grade 12	х			х			×												34.4%	34.5%	24.3%						
5		Percentage of students successfully completing all courses ("Successful" is a grade of "C" or higher) - Grades 6 through 12	х						х																				
	Α	Percentage successfully completing all courses - Grade 6	х						х												63.4%	60.9%	64.2%	70.2%	76.1%	82.1%	88.1%		
	B 	Percentage successfully completing all courses - Grade 7	×						×												53.0%	51.8%	57.6%	64.7%	71.7%	78.8%	85.9%	92.9%	
	C	Percentage successfully completing all courses - Grade 8	×						×							_		_			50.9%	48.3%	51.8%	59.8%	67.8%	75.9%	83,9%	92.0%	100%
	D	Percentage successfully completing all courses - Grade 9	×						×												46.5%	45.7%	46.2%	55.2%	64.1%	73.1%	82.1%	91.0%	100%
	E	Percentage successfully completing all courses - Grade 10	X	<u></u>					X		_	_						_			45.3%	45.4%	45.6%	54.7%	63.7% 65.5%	72.8%	81.9% 82.8%	90.9%	100%
_	F G	Percentage successfully completing all courses - Grade 11 Percentage successfully completing all courses -	x						×							_	_		_ļ		50.6%	49.7% 58.5%	48,3% 56.5%	56.9% 63.7%	71.0%	78.2%	85.5%	91.4%	100%
6	-	Grade 12  Percentage of students on track for credit attainment							×						_			-	_		00.070	30.3 %	JU.578	33.776	7 1,0 76	10.2%	33.376	\$2.170	,00%
)		required for graduation in four years by year completed in high school (i.e., credits earned after 1 year of high school, after 2 years of high school, etc.)	^			***************************************			****	***************************************	-		and the second section is a second section to the second section s	**************************************		***************************************	H <sup>†</sup> TT Çiyeşiyeş Çişêşiyêş ÇAMÎ, amazanan	***************************************											
	A	Percentage of students on track for credit attainment required for graduation in four years - Grade 9/Year 1	х																		NA	68%	78%	81.9%	85.5%	89.1%	92.8%	96,4%	100%
	В	Percentage of students on track for credit attainment required for graduation in four years - Grade 10/Year 2	х			-															NA	67%	75%	79.6%	83.6%	87.7%	91.8%	95.9%	100%
1	С	Percentage of students on track for credit attainment required for graduation in four years - Grade 11/Year 3	X								_	$\top$				1	-	T		1	NA	70%	78%	81.7%	85,4%	89.0%	92.7%	96.3%	100%

## MMSD Strategic Plan Performa leasures Recon....anded

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Performance Measure #	Peformance Measure Subnumber	Performance Measure	Achievement for All Students	Relationships	Transitions	Accelerated Leaming	Assessment	Civic Engagement	Cultural Relevance	Flexible Instruction	Professional Development	Recruiting and Retaining Staff	Prioritize and Allocate Resources	Rigorous Evaluation	Pursue Necessary Resources	Climate	Communication	Cooperation/Collaboration	Decision-Making	Partnerships	2005-50	0.000 (1) (1) (1) (1) (1) (1) (1) (1) (1) (1)	AL-SOME TO THE STATE OF THE STA	01-6007	2010-1	2011-12	2012-13	2013-14	2014:15
	D	Percentage of students on track for credit attainment	×																		NA	74%	86%	88.1%	90.4%	92.8%	95,2%	97.6%	100%
		required for graduation in four years - Grade 12/Year 4																											
7		Percentage of students on track for credit attainment required for graduation in four years by subject area by year enrolled in high school (i.e., credits earned after year 1 of high school, after years 2 of high school, etc.)	х																										
8		Percentage of students on track for credit attainment that meets ACT core college preparation definition (i.e., Grade 9, Grade 10, Grade 11)	х										-																
9		Percentage of students scoring at the proficient/ready to learn level on the Kindergarten Screener			x																61%	60%	59%	61%	63%	65%	66%	68%	70%
10		Percentage of responses scoring favorably on the School Climate Survey, selected items to be determined		×																									
11		Percentage of responses scoring favorably on the Dane County Youth Assessment, selected items to be determined		×																	93%	91%	98%	100%	100%	100%	100%	100%	100%
12		Parent satisfaction with after school programs - percentage of Strongly Agree/Agree		X																	3370	3170	0073	100%	100%	10077			
13	****	Percentage of Kindergarten, Grade 6, and Grade 9	<b></b>	T	×																								
	A	students without suspension events Percentage of Kindergarten students without			х																98.8%	98.6%	99.0%	100%	100%	100%	100%	100%	100%
	В	suspension events Percentage of Grade 6 students without suspension		<u> </u>	x		<u> </u>														90.6%	88.5%	87.5%	89.6%	91.7%	93,8%	95.8%	97,9%	100%
	С	Percentage of Grade 9 students without suspension		<b> </b>	х																84.0%	85.0%	85.6%	88.0%	90.4%	92.8%	95.2%	97.6%	100%
14	***************************************	events Percentage of students above 90 percent attendance rate for Kindergarten, Grade 6, and Grade 9			×				_																00.70	02.29	94,9%	97.4%	100%
	Α	Percentage of Kindergarten above 90 percent attendance rate			х																86.3%	83.2%	84.6%	87.1%	89.7% 92.1%	92.3%	94.9%	98.0%	100%
	В	Percentage of Grade 6 above 90 percent attendance rate			x																90.4% 76.3%	88.5% 73.1%	88.1% 75.2%	90.1%	83.5%	87.6%	91.7%	95.9%	100%
	С	Percentage of Grade 9 above 90 percent attendance rate			X																10.3%	(0.170	10.270	15.470	00.070				
15		Percentage of Grade 6 and Grade 9 students without grades lower than "C"			X																bi.								
	Α	Percentage of students without grades lower than "C" - Grade 6		-	х																63.4%	60.9%	64.2%	70.2%	76.1%	82.1%	88.1%	94.0%	100%
	В	Percentage of students without grades lower than "C" - Grade 9			X																46.5%	45.7%	46.2%	55.2%	64.1%	73.1%	82,1%	91.0%	100%

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Performance Measure #	Peformance Measure Subnumber	Performance Measure	Achievement for All Students	Relationships	Transitions	Accelerated Learning	Assessment	Civic Engagement	Cultural Retevance	Flexible instruction	Professional Development	Recruiting and Retaining Staff	Prioritize and Allocate Resources	Rigorous Evaluation	Pursue Necessary Resources	Climate	Communication	Cooperation/Collaboration	Decision-Making	Partnerships	0.000	00 Z000	O SUPER	2003-10	2010-11	2011-12	2012-13	2013-14	2014:15
16		Percentage of Kindergarten students without lowest grades on standards-based grading system (i.e., a "1")			х																	************				***************************************			
17		Percent of students successfully completing advanced courses ("Successful" is a grade of "C" or				х										1					89.6%	89.2%	87.9%	89.9%	91.9%	94.0%	96.0%	98.0%	100%
	A	higher) - Grades 9 through 12  Percent of students successfully completing advanced courses - Grade 9		-		x															83,3%	85.7%	100,0%	100,0%	100.0%	100.0%	100.0%	100.0%	100%
	В	Percent of students successfully completing advanced courses - Grade 10				х															95.4%	95.7%	97.2%	97.7%	98.1%	98.6%	99.1%	99.5%	100%
	С	Percent of students successfully completing advanced courses - Grade 11				X															90.7%	94.0%	94.1%	95.1%	96.1%	97.1%	98.0%	99.0%	100%
	D	Percent of students successfully completing advanced courses - Grade 12				×															88.1%	85.5%	84.2%	86.8%	89.5%	92,1%	94.7%	97,4%	100%
18		Percentage of students with disabilities enrolled in general education (i.e., credit generating) courses (all courses are regular ed courses)								х					a de la constanta de la consta			***************************************			NA	NA	40.1%	46.5%	54.8%	63.1%	71.4%	79.8%	90.0%
19		Percentage of English Language Learners enrolled in general education (i.e., credit generating) courses (all courses are regular ed courses)							х	x											NA	NA	47.7%	50.9%	57.9%	65.0%	72.0%	79.1%	90.0%
20		ACT participation rates				X															58.0%	57,2%	56.6%	63.8%	71.1%	78.3%	85.5%	92.8%	100%
21		ACT average scores				X								[							24.6	24.4	24.0	24.0	24.0	24.0	24.0	24.0	24.0
	<u>A</u>	ACT average composite scores		ļ	-	×															24.6	24.4	24.0	24.0	24.0	24.0	24.0	24.0	24.0
	<u>B</u>	ACT average Reading score				Х															24.6	24.6	24.3	24.3	24.3	24.3	24.3	24.3	24.3
	<u> </u>	ACT average English score		-	<u> </u>	X															24.0 25.0	23.9	23.5	23.5 24.3	23.5 24.3	23.5 24.3	23.5 24.3	23.5 24.3	23.5 24.3
	D E	ACT average Mathematices score ACT average Science score		-	<u> </u>	X			<b></b>												25.0	24.9 23.8	24.3 23.6	23.6	23.6	23.6	23.6	23.6	23.6
22	<u> </u>	Percentage of students meeting ACT college readiness standards				X									$\dashv$		_				24.2	∠3.0	23.0	23.0	23.0	23.0	20.0	20.0	23.0
23		Special education services placement rate, calculated as percentage of students placed in special education services - change to initial							х																				
<del>  </del>		placement rate																				Guegosian			A CONTRACTOR				
-	A B	Special education placement - Native American  Special education placement - African American							X												<del></del>								
-	C	Special education placement - Hispanic							- X									$\dashv$	-+										
╟──┼	D	Special education placement - Asian		<del>  </del>	<b></b>				×							-+										<b></b>			
	E	Special education placement - White							X																				
24		District assessment plan by grade level, subject area,					x		<del>-</del>										+		Varrative								
		purpose																											
25		Percentage of students participating in school- sponsored community activities						X													1,8%	3.6%	NA						
26		Percentage of students successfully completing social studies graduation requirements						х																					

MMSD Strategic Plan Performat easures

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				Stude	nt		C	urricu	ilum		S	taff	R	esour	ces/	S	ystem	ns/Org	ganiz	ation						Year				Т
<u></u>	<u></u>				<del></del>		-,							Capac	ity	1				····										
Performance Measure #	Peformance Measure Subnumber	Performance Measure	Achievement for All Students	Relationships	Transitions	Accelerated Learning	Assessment	Civic Engagement	Cultural Relevance	Flexible Instruction	Professional Development	Recruiting and Retaining Staff	Prioritize and Allocate Resources	Rigorous Evaluation	Pursue Necessary Resources	Climate	Communication	Cooperation/Collaboration	Decision-Making	Partnerships	2005-D			ZDIA-IN	2003.10	2010-11	2011:112	2012-13	2013-14	2014-15
27		District curriculum map (NEEDS: Agreement must be reached on what standard course offerings are to be provided to students at all schools. In social studies we must map the curriculum in Eclipse. Any applicable course should embed service learning components. If service learning is embedded in a course it should be a required course.)						X														Nam	ative							
28		Percentage of students provided academic interventions (including TAG)				x				х							<del>                                     </del>		T			T	$\top$	······	<u> </u>					1
29		Participation rates in core professional development sessions for instructional employees									х															<b>†</b>	1			
30		Participation rates in professional development sessions for non-instructional employees (NEEDS: Must develop professional development tracking									х																			
31		system for non-instructional employees) Value added program evaluation projects focused on measuring the effect of professional development									х		<u> </u>								Asr	eported proje		ecific						1
32		efforts Percentage of staff by race-ethnic minority (all employee groups)										x							<del> </del>	+	12.89	6 10.8	1%	1.8%						
	Α	Administrators - Percentage Minority		<del> </del>	<del>  </del>		-	<del> </del> -				x	<del> </del>	<del> </del>				╁	-	1	15.89	6 14.4	0/4	3.5%	<del> </del>	+				+
	В	Professional (certified teachers & support staff) - Percentage Minority								<u> </u>		х					-				9.6%			9,5%						
	С	Clerical/Technical/Security/BRS - Percentage Minority										х									24.49	6 22.2	% 2	24.1%						
	D	Food Service - Percentage Minority		<del> </del>								x						<del> </del>	<del>                                     </del>	+-	24.69	6 24,4	% 2	4.0%	<u> </u>					1
	E	Custodial/Maint/Trades - Percentage Minority		<b>†</b>								×						T	<b>†</b>	1	16.69			6.8%	Γ	T	-			
	F	Educational Assistants - Percentage Minority										×						T		1	89.5%			5,5%		T				
	G	Sub-Professionals - Percentage Minority										X								T	9.0%			4.2%		L				
33		Staff annual retention rate by race-ethnic minority (all employee groups)				***************************************						Х						[			92.2%	79.1	% 8	2.5%						
	Α	Administrators - Percentage Minority										х														I				
	В	Professional (certified teachers & support staff) - Percentage Minority										х																		
	С	Clerical/Technical/Security/BRS - Percentage Minority										х																		
$\neg \uparrow$	D	Food Service - Percentage Minority	$\neg \neg$						<u> </u>			x						<u> </u>				<b>—</b>	1		<del></del>	1		1	1	<del> </del>
	Ε	Custodial/Maint/Trades - Percentage Minority										х										1				1			<del>                                     </del>	
	۴	Educational Assistants - Percentage Minority								$\neg$		х				_				<b></b>			$\neg \vdash$			J	1	1		
	G	Sub-Professionals - Percentage Minority										х											$\top$			<u> </u>				
34		New hire rates by race-ethnic minority (all employee groups)										х									15.2%	9.39	6	1.5%						
$\neg \uparrow$	Α	Administrators - Percentage Minority			~						-	×										T				1	T	1	1	·

			5	Stude	nt		С	urricu	lum		S	taff		sour		Sy	stem	s/Org	aniza	tion	T		<del></del>	,	Year				<u> </u>
<u></u>			<u> </u>	1 /2	1 6	<u> </u>	T	1	T -:-	T =	<u> </u>	i terr		Capac		<u></u>	· -	T =	1		Vermos de la composición dela composición de la composición dela composición de la c								and the second
Performance Measure #	Peformance Measure Subnumber	Performance Measure	Achievement for All Students	Relationships	Transitions	Accelerated Leaming	Assessment	Civic Engagement	Cultural Relevance	Fiexible Instruction	Professional Development	Recruiting and Retaining Staff	Prioritize and Allocate Resources	Rigorous Evaluation	Pursue Necessary Resources	Climate	Communication	Cooperation/Colfaboration	Decision-Making	Partnerships	705007		c <u>p. 2002</u>	01-600Z	2010-11	2011-12	2012:13	2013.14	2014,15
	В	Professional (certified teachers & support staff) - Percentage Minority										х									-								
	С	Clerical/Technical/Security/BRS - Percentage Minority										х																	
	D	Food Service - Percentage Minority	<del> </del>	1	1				t	-	<b>-</b>	х				, <u>-</u> ,		<del>                                     </del>	<del></del>	_	<del> </del>	<del> </del>	<del> </del>	<u> </u>	<del> </del>	<del> </del>	<u> </u>	<b>-</b>	1
	E	Custodial/Maint/Trades - Percentage Minority	T	†	<del> </del>	1	1		1		<b></b>	х	<u> </u>	1			<b> </b>	<b>—</b>		<b> </b>	1	<b>†</b>		T				1	
	F	Educational Assistants - Percentage Minority	<u> </u>	1	1		1	<b> </b>	T			х		1	<b>!</b>	-	-	1	1		<del>                                     </del>	1	1	1	T	<del> </del>		1	T-
	G	Sub-Professionals - Percentage Minority		1	1	1	I					х		T			·	T					Ī				1		
35		Number of, and savings produced by, process efficiency improvements including those automated using technology											x																
36		Number of programs and interventions that are evaluated annually		T	1				<u> </u>					х				<u> </u>			Narrativ	-1 e	İ				<del>                                     </del>		<del>                                     </del>
37		Number of resources obtained from partnerships to		T	1	ļ			<del> </del>						х			<del> </del>			T	T	<b> </b>	<u> </u>		<b> </b>			<del>                                     </del>
38		accomplish district's strategic activities Total dollar amount of external grant funds to		-		┼	<del> </del>		<del> </del>						X			<del> </del> -			ļ	<del></del>	<del> </del>						
30		accomplish district's strategic activities		1							1				^														
39		Percentage of students not suspended (in and out of	<b> </b>	<del>                                     </del>		<del> </del>	_									х				<del> </del> -	92,4%	91.9%	92.0%	93.3%	94.7%	96.0%	97.3%	98.7%	100%
		school), all grades																											
	Α	Percentage of students not suspended (in and out of school) - Kindergarten														X					98.8%	98.6%	99.0%	99.1%	99.3%	99.5%	99.7%	99.8%	100%
	В	Percentage of students not suspended (in and out of school) - Grade 1			-											x					97.8%	98.1%	97.4%	97.9%	98.3%	98.7%	99.1%	99.6%	100%
	С	Percentage of students not suspended (in and out of school) - Grade 2														х					98.2%	97.5%	96.9%	97.4%	97.9%	98.4%	99.0%	99.5%	100%
	D	Percentage of students not suspended (in and out of school) - Grade 3														х					97.5%	96.5%	96.4%	97.0%	97.6%	98.2%	98.8%	99.4%	100%
_	E	Percentage of students not suspended (in and out of school) - Grade 4														х					96.0%	94.6%	95.4%	96.2%	97.0%	97.7%	98.5%	99.2%	100%
	F	Percentage of students not suspended (in and out of school) - Grade 5		<del>                                     </del>	<del>                                     </del>	<u> </u>										х					95.6%	94.4%	94.8%	95.7%	96.6%	97.4%	98.3%	99.1%	100%
	G	Percentage of students not suspended (in and out of school) - Grade 6			T											×	-				90.6%	88.5%	87.5%	89.6%	91.6%	93.7%	95.8%	97.9%	100%
	Н	Percentage of students not suspended (in and out of school) - Grade 7														х					84.0%	85.7%	85.8%	88.2%	90.5%	92.9%	95.3%	97.6%	100%
$\dashv$	I	Percentage of students not suspended (in and out of school) - Grade 8		ļ												х					84.5%	83,3%	83.7%	86.4%	89.1%	91,8%	94.6%	97.3%	100%
$\dashv$	J	Percentage of students not suspended (in and out of			<b> </b>											x					84.0%	85.0%	85.6%	88.0%	90.4%	92.8%	95.2%	97.6%	100%
$\neg +$	к	school) - Grade 9  Percentage of students not suspended (in and out of			-										$\dashv$	x					86.2%	85,0%	87.1%	89.3%	91.4%	93.6%	95.7%	97.9%	100%
$\dashv$	L	school) - Grade 10  Percentage of students not suspended (in and out of school) - Grade 11								_					_	х	_				92.4%	90.7%	89.7%	91.4%	93.1%	94.8%	96.6%	98,3%	100%

						,			<del></del>				<del></del> -																<del></del>
			5	Studen	ıt		Cu	rriculu	ım		St	aff	1	sour Capac		Sy	stem	s/Orga	ınizat	ion				Υ	′еаг				,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
Performance Measure #	Peformance Measure Subnumber	Performance Measure	Achievement for All Students	Relationships	Transitions	Accelerated Learning	Assessment	Civic Engagement	Cuttural Relevance	Flexible instruction	Professional Development	Recruiting and Retaining Staff	Prioritize and Allocate Resources	Rigorous Evaluation	Pursue Necessary Resources	Climate	Communication	Cooperation/Collaboration	Decision-Making	Partnerships	. Apple 0.	2007.08	2008-09	2003-10	2010:11	2011-12	2012-13	2013-14	2014:15
	M	Percentage of students not suspended (in and out of school) - Grade 12														х					94.7%	94.7%	94.3%	95.3%	96.2%	97.2%	98,1%	99.1%	100%
40		Percentage of students participating in extra- and co- curricular activities														x													
	Α	Percentage of students participating in extra- and co- curricular activities - Academic														х				ľ	77.6%	12.1%	22.5%						
	В	Percentage of students participating in extra- and co- curricular community activities - Athletic														х					45.0%	22.2%	23.4%						
	С	Percentage of students participating in extra- and co- curricular community activities - Music			_			-								х					12.8%	6.9%	1.5%						
41		School climate survey, selected items to be determined							-							х				7									
42		Student attendance rate (all grades)														х					93.7%	93.5%	93.9%						
	Α	Student attendance rate - Kindergarten														х					94.1%	93.7%	93.9%						
	В	Student attendance rate - Grade 1														Х					94.9%	94.4%	94.8%						
	С	Student attendance rate - Grade 2														Х					95.3%	94.9%	95.2%						
	D	Student attendance rate - Grade 3														х					95,3%	95.3%	95.5%						
	E	Student attendance rate - Grade 4														x					95.4%	95.0%	95.6%						
	F	Student attendance rate - Grade 5														Х					95.6%	95.2%	95.4%						
	G	Student attendance rate - Grade 6														х					95.4%	95.1%	95.0%						
	Н	Student attendance rate - Grade 7														х		$_{\perp}$			94.7%	94.6%	94.7%						
	1	Student attendance rate - Grade 8										[				х					94.5%	93.7%	94.5%						
	J	Student attendance rate - Grade 9														x					90.4%	91.5%	92.7%						
	K	Student attendance rate - Grade 10														x					90.6%	90.7%	91.5%						
	L	Student attendance rate - Grade 11					$\Box$									Х		$\bot$			91.1%	90.5%	90.5%						
	M	Student attendance rate - Grade 12														X					91.8%	91.3%	91.8%		****				
43		Number of Open Enrollment, private/parochial, and home-based "leavers" due to dissatisfaction					-		1								х		1		NA	NA							
44		Number of teachers using home-school communication tools (e.g., Infinite Campus portal, Moodle)															х												
45		Positive response rate to specific items from parents on the school climate survey, selected items to be					1		1								х			1									
46		determined Employee satisfaction (perhaps using School			-		-	$\dashv$	-	_		-					х	-	_										
47		Climate Survey items) Number of opportunities for community input –			$\dashv$	$\dashv$	$\dashv$	-+	$\dashv$	$\dashv$	-	-			-	$\dashv$		$\dashv$	×	$\dashv$									
48		engagement sessions, especially advisory groups Number of different community members participating in engagement sessions, especially				$\dashv$	$\dashv$	$\dashv$	$\neg$	$\dashv$	$\dashv$	1				1	_	$\dashv$	х	_				1	<u></u>				
49		participating in engagement sessions, especially advisory groups  Number of advisory groups representing a cross-			_	_	_	_	_			-			_		_	_	x	_									
70		section of the community and including students																											!

			<del>,</del>								<del></del>		<del></del>			,													,
			5	Studer	nt	1	C	ırricul	um		S	taff	ł	esour		S	ystem	s/Org	anizat	ion					Year			:	
						<u> </u>	· · · · · · · · · · · · · · · · · · ·	· · · · ·	<del>,</del>		<u> </u>	_,	1(	Capac	ity		·		<b>,</b>		***********	4	ili (Cimano roma visioni	<b>Tabl</b> endako essa anesa an	NEWS TO SERVICE AND A	CNTATEONOMORY NUMBER	normalization pro-		
Performance Measure #	Peformance Measure Subnumber	Performance Measure	Achievement for All Students	Retationships	Transitions	Accelerated Leaming	Assessment	Clvic Engagement	Cultural Relevance	Fiexible instruction	Professional Development	Recruiting and Retaining Staff	Prioritize and Allocate Resources	Rigorous Evaluation	Pursue Necessary Resources	Olimate	Communication	Cooperation/Collaboration	Decision-Making	Partnerships		2007.00 1.00 1.00 1.00 1.00 1.00 1.00 1.0	ZURUS	2009-10	2016-11	2011-12	2012-13	2013-14	2014.15
50		Number of partnership efforts (NEED: Definition of partnership)																		×					7,000				- A- 1004 (11) (10)
51		School climate survey responses to staff to staff		1	<b>†</b>	1		İ		<del>                                     </del>	t	1	<b>†</b>	1				х	<b> </b>					<b> </b>					
		relationship Items (POTENTIAL NEED: Add Items			1	-					1	1				1				- 1			-						
		relating to school-central office relationships)																					<u> </u>						
52		Number of teachers using collaboration technologies																x											
		like Moodle and Basecamp	<u> </u>	<u> </u>	<u> </u>					<u> </u>		<u> </u>	<u> </u>			ļ			<u></u>	]			<u> </u>						
53		Number of staff participating in school committees		<u> </u>														х											<u></u>
54		Number of staff participating in defined leadership											1			l		х		ĺ				1					
		roles	<u> </u>	1	L_	<u> </u>				1	1	1			1		]			- 1			1			1	ł i		