Academic Performance Framework – Innovation Schools

The intention of Policy 2010 can be fully realized using the Academic Performance Frameworks in this regulation. The Academic Performance Frameworks are aligned with the overall instructional framework adopted by the District where performance levels are used to delineate teaching practices from unsatisfactory to basic, proficient and distinguished. The performance level language is also used for assessing each benchmark to delineate the innovative school's progression toward the success of each strategic goal. This provides for transparent and aligned assessment of the innovation is producing the expected results.

ELEMENTARY BENCHMARKS

In establishing the series of benchmarks tied to the four strategic goals, the academic performance framework will evaluate the progression of the innovative school annually. The Tacoma School District has adopted the Center for Educational Leadership instructional framework, where performance levels are used to delineate teaching practices from **unsatisfactory** to **basic**, **proficient** and **distinguished**. The performance level language will also be used for assessing each benchmark to delineate the innovative school's progression toward the success of each strategic goal. The performance levels are defined as followed:

Distinguished
- Exceeding State average standard percentages and/or numbers and District average standard percentages of specific benchmarks in 4 of the 6 established *district sub-categories
- Increasing or Decreasing School-wide average percentages and/or numbers of specific benchmarks in every established *district sub-categories
- Exceeding district established goals for benchmarks (i.e. graduation rates as established by the board)
- Increasing or Decreasing School-wide average percentages and/or numbers of specific benchmarks and in some are within 1% of the district average, dependent on the benchmark

Proficient
- Meeting School-wide average standard percentage and/or numbers in every established *district sub-categories and within 1% of the district average
- Increasing or Decreasing School-wide average percentages and/or numbers of specific benchmarks in 4 of 6 established *district sub-categories
- Meeting district established goals for benchmarks (i.e. graduation rates as established by the board)
- Increasing or Decreasing School-wide average percentages and/or numbers of specific benchmarks

Basic
- Not meeting School-wide average in every established *district sub-categories
- Increasing or Decreasing School-wide average percentages and/or numbers of specific benchmarks in 3 or less of the established *district sub-categories

- Under district established goals for benchmarks (i.e. graduation rates as established by the board)
- Increasing or Decreasing School-wide average percentages and/or numbers of specific benchmarks

Unsatisfactory
- Not meeting School-wide average and dropping 5% or more in more than 3 established *district sub-categories
- Is Identical, Increasing or Decreasing in School-wide average percentages and/or numbers of specific benchmarks in established *district sub-categories
- Under district established goals for benchmarks and decreased by 5% or more (i.e. graduation rates as established by the board)
- Identical, Increasing or Decreasing School-wide average percentages and/or numbers and dropped 5% or more of specific benchmarks

GOAL 1
Academic Excellence: All students will perform at or above grade level and we will eliminate disparities among all groups.

1. **Pre-K** *to* **5-**Each Elementary will complete an annual summary of the buildings' Social Emotional Learning Action Plan (*Annual*).

Distinguished: □ Annual summary action plan is complete and positive behavior supports are evident and established within the School Improvement Plan
Proficient: □ Annual summary action plan is complete.
Basic: □ Annual summary action plan is partially complete
Unsatisfactory: □ Annual summary action plan is not complete
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

2. **Grade 5-State Assessment: Math**: % of students scoring on the Math SBAC assessment (*Annual*).

Distinguished: □ School exceeded the State average standard percentage on SBAC in 4 of the 6 established district sub-categories
Proficient: □ School met the school-wide average standard percentage on SBAC in every established district sub-categories and is within 1% of the district average
Basic: □ School did not meet the school-wide average standard percentage on SBAC in every established district sub-categories

Unsatisfactory: □ School did not meet the school-wide average standard percentage and dropped 5% or more on SBAC and in more than 3 established district sub-categories
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

3. **Grade 5-State Assessment: English/Language Arts**: % of students scoring on the ELA SBAC assessment (*Annual*).

Distinguished: □ School exceeded the State average standard percentage on SBAC in 4 of the 6 established district sub-categories
Proficient: □ School met the school-wide average standard percentage on SBAC in every established district sub-categories and is within 1% of the district average
Basic: □ School did not meet the school-wide average standard percentage on SBAC in every established district sub-categories
Unsatisfactory: □ School did not meet the school-wide average standard percentage and dropped 5% or more on SBAC and in more than 3 established district sub-categories
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

4. **Grade 5-Report Card: Reading Competencies**: % of students scoring at each level of the reading competencies (*Trimester 1 and Trimester 3*).

Distinguished: □ School exceeded the district average percentage on reading competencies in 4 of the 6 established district sub-categories
Proficient: □ School met the school-wide average percentage on reading competencies in every established district sub-categories and is within 1% of the district average
Basic: □ School did not meet the school-wide average percentage on reading competencies in every established district sub-categories
Unsatisfactory: □ School did not meet the school-wide average percentage and dropped 5% or more on reading competencies in more than 3 established district sub-categories
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

5. **Grade 5-Report Card: Math Competencies**: % of students scoring at each level of the math competencies (*Trimester 1 and Trimester 3*).

Distinguished: □ School exceeded the district average percentage on math competencies in 4 of the 6 established district sub-categories
Proficient: □ School met the school-wide average percentage on math competencies in every established district sub-categories and is within 1% of the district average
Basic: □ School did not meet the school-wide average percentage on math competencies in every established district sub-categories
Unsatisfactory: □ School did not meet the school-wide average percentage and dropped 5% or more on math competencies in more than 3 established district sub-categories
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

GOAL 2

Partnerships: We will fully engage our parents, community and staff in the education of our children. The district and community are working on new ways to effectively measure the success of our partnerships.

1. **Welcoming environment**- Number of registered volunteers in schools; % of responses at each level on the climate survey regarding topic of **diversity**; % of responses at each level on the climate survey regarding topic of **sustained family and community engagement** (*Annual*).

Distinguished: □ School increased the number of registered volunteers in school from the previous school-year and is within 1% of the district average;   □ School increased the percentage of responses on the climate survey regarding topic of **diversity** and is within 1% of the district average;   □ School increased the percentage of responses on the climate survey regarding topic of **sustained family and community engagement** and is within 1% of the district average.
Proficient: □ School increased the number of registered volunteers in school from the previous school-year;   □ School increased the percentage of responses on the climate survey regarding topic of **diversity;**   □ School increased the percentage of responses on the climate survey regarding topic of **sustained family and community engagement**
Basic: □ School decreased the number of registered volunteers in school from the previous school-year;   □ School decreased the percentage of responses on the climate survey regarding topic of **diversity;**   □ School decreased the percentage of responses on the climate survey regarding topic of **sustained family and community engagement**

Unsatisfactory:
□ School decreased by 5% or more from the number of registered volunteers in school from the previous school-year;
□ School decreased the percentage of responses on the climate survey regarding topic of **diversity** by 5% of more;
□ School decreased the percentage of responses on the climate survey regarding topic of **sustained family and community engagement** by 5% or more
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

2. **Effective Communication** - % of responses at each level on the climate survey regarding topic of **communication**; % of responses at each level on the community partners survey, each question (*Annual*).

Distinguished:
□ School increased the school-wide percentage of responses on the climate survey regarding topic of **communication** and is within 1% of the district average;
□ School increased the school-wide percentage of responses on the community partners survey, each question and is within 1% of the district average
Proficient:
□ School increased the school-wide percentage of responses on the climate survey regarding topic of **communication** from the previous school year;
□ School increased the school-wide percentage of responses on the community partners survey, each question, from the previous school year
Basic:
□ School decreased the school-wide percentage of responses on the climate survey regarding topic of **communication** from the previous school year;
□ School decreased the school-wide percentage of responses on the community partners survey, each question, from the previous school year
Unsatisfactory:
□ School decreased by 5% or more from the school-wide percentage of responses on the climate survey regarding topic of **communication** from the previous school year;
□ School decreased by 5% or more from the school-wide percentage of responses on the community partners survey, each question, from the previous school year
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

3. **Partners Supporting Student Success** - Number of community-based organizations and youth serving organizations in formal partnerships with schools and/or school district; Change over time in the number of community-based organizations in formal partnerships with schools/district; Number of expanded learning opportunities created with partner organizations; Change over time in the number of expanded learning opportunities; Number of businesses, higher education institutions and partner organizations supporting district or schools with donations, resources,

and volunteers; Change over time in the number of businesses, higher education institutions, and partner organizations (*Annual*).

Distinguished:
Distinguished: □ Number of community-based organizations and youth serving organizations in formal partnership with the school equitable and/or increased from the previous school year; The change over time in the number of community-based organizations in from partnership, over a three year trend, has increased; □ Number of expanded learning opportunities created with partner organizations with the school equitable and/or increased from the previous school year; The change over time in the number of expanded learning opportunities created with partner organizations, over a three year trend, has increased; □ Number of businesses, higher education institutions and partner organizations supporting district or schools with donations, resources, and volunteers is equitable and/or increased from the previous school year; The change over time in the number of businesses, higher education institutions, and partner organizations, over a three year trend, has increased
Proficient: □ Number of community-based organizations and youth serving organizations in formal partnership with the school equitable from the previous school year; The change over time in the number of community-based organizations in from partnership, over a three year trend, has stayed consistent; □ Number of expanded learning opportunities created with partner organizations with the school equitable from the previous school year; The change over time in the number of expanded learning opportunities created with partner organizations, over a three year trend, has stayed consistent; □ Number of businesses, higher education institutions and partner organizations supporting district or schools with donations, resources, and volunteers is equitable from the previous school year; The change over time in the number of businesses, higher education institutions, and partner organizations, over a three year trend, has stayed consistent
Basic: □ Number of community-based organizations and youth serving organizations in formal partnership with the school is not equitable from the previous school year; The change over time in the number of community-based organizations in from partnership, over a three year trend, has dropped; □ Number of expanded learning opportunities created with partner organizations with the school is not equitable from the previous school year; The change over time in the number of expanded learning opportunities created with partner organizations, over a three year trend, has dropped; □ Number of businesses, higher education institutions and partner organizations supporting district or schools with donations, resources, and volunteers is not equitable from the previous school year; The change over time in the number of businesses, higher education institutions, and partner organizations, over a three year trend, has dropped
Unsatisfactory: □ Number of community-based organizations and youth serving organizations in formal partnership with the school has dropped by 5% or more from the previous school year; The change over time in the number of community-based organizations in from partnership, over a three year trend, has dropped by 5% or more; □ Number of expanded learning opportunities created with partner organizations with the school has dropped by 5% or more from the previous school year; The change over time in the number of expanded learning opportunities created with partner organizations, over a three year trend, has dropped by 5% or more;

□ Number of businesses, higher education institutions and partner organizations supporting district or schools with donations, resources, and volunteers has dropped by 5% or more from the previous school year; The change over time in the number of businesses, higher education institutions, and partner organizations, over a three year trend, has dropped by 5% or more
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

4. **Engaged Families and Parents** - Number of parents participating in the school climate survey (*Every other year*).

Distinguished: □ School increased the school-wide average number of parents participating in the school climate survey and is within 1% of the district average
Proficient: □ School increased the school-wide average number of parents participating in the school climate survey
Basic: □ School decreased the school-wide average number of parents participating in the school climate survey
Unsatisfactory: □ School decreased by 5% or more the school-wide average number of parents participating in the school climate survey
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

GOAL 3
Early Learning: We will focus on early assessment and intervention at the Pre K through third grade levels to ensure early academic success.

1. **Pre-School-Access**: Number of students being served in preschool programs (*Annual*).

Distinguished: □ Over 50% of eligible preschool students enrolled and reflect the districts overall demographics
Proficient: □ 50% of eligible preschool students enrolled and reflect the districts overall demographics
Basic: □ Under 50% of eligible preschool students enrolled and reflect the districts overall demographics
Unsatisfactory: □ Under 50% and decreased by 5% or more of eligible preschool students enrolled and reflect the districts overall demographics
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

2. **Kindergarten -** % of students that showed growth when comparing the fall Kindergarten reporting standards (WA-Kids) and 3rd trimester report card standard in literacy, math, and social emotional learning (*Annual*).

Distinguished: □ School had a 10% or more growth in the 3rd trimester report card standard in literacy, math, and social emotional learning in 4 of the 6 established district sub-categories
Proficient: □ School had a 5% or more growth in the 3rd trimester report card standard in literacy, math, and social emotional learning in 4 of the 6 established district sub-categories
Basic: □ School had no growth in the 3rd trimester report card standard in literacy, math, and social emotional learning in every established district sub-categories
Unsatisfactory: □ School digressed 5% or more in the 3rd trimester report card standard in literacy, math, and social emotional learning in every established district sub-categories
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

3. **1st, 2nd, 3rd Grade-Reading**: % of students scoring at each level of the reading competencies (*Trimester 1 & Trimester 3*).

Distinguished: □ School exceeded the district average percentage on reading competencies in 4 of the 6 established district sub-categories
Proficient: □ School met the school-wide average percentage on reading competencies in every established district sub-categories and is within 1% of the district average
Basic: □ School did not meet the school-wide average percentage on reading competencies in every established district sub-categories
Unsatisfactory: □ School did not meet the school-wide average percentage and dropped 5% or more on reading competencies in more than 3 established district sub-categories
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

4. **1st, 2nd, 3rd Grade-Math**: % of students scoring at each level of the math competencies (*Trimester 1 & Trimester 3*).

Distinguished: □ School exceeded the district average percentage on math competencies in 4 of the 6 established district sub-categories

Proficient: ☐ School met the school-wide average percentage on math competencies in every established district sub-categories and is within 1% of the district average
Basic: ☐ School did not meet the school-wide average percentage on math competencies in every established district sub-categories
Unsatisfactory: ☐ School did not meet the school-wide average percentage and dropped 5% or more on reading competencies in more than 3 established district sub-categories
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

5. **3rd Grade- State Assessment: English/Language Arts**: % of students scoring at each level on the ELA SBAC assessment (*Annual*).

Distinguished: ☐ School exceeded the State average standard percentage on SBAC in 4 of the 6 established district sub-categories
Proficient: ☐ School met the school-wide average standard percentage on SBAC in every established district sub-categories and is within 1% of the district average
Basic: ☐ School did not meet the school-wide average standard percentage on SBAC in every established district sub-categories
Unsatisfactory: ☐ School did not meet the school-wide average standard percentage and dropped 5% or more on SBAC and in more than 3 established district sub-categories
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

6. **3rd Grade- State Assessment: Math**: % of students scoring at each level on the Math SBAC assessment (*Annual*).

Distinguished: ☐ School exceeded the State average standard percentage on SBAC in 4 of the 6 established district sub-categories
Proficient: ☐ School met the school-wide average standard percentage on SBAC in every established district sub-categories and is within 1% of the district average
Basic: ☐ School did not meet the school-wide average standard percentage on SBAC in every established district sub-categories

Unsatisfactory:
□ School did not meet the school-wide average standard percentage and dropped 5% or more on SBAC and in more than 3 established district sub-categories
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

GOAL 4
Safety: All schools will create and maintain safe learning environments that promote excellent academic achievement.

1. **3rd** *and* **5th Grade: Behaviors -**% of students with no exclusionary discipline (suspensions and expulsions) (*Annual*).

Distinguished:
□ School increased the school-wide average percentage of students with no exclusionary discipline and is within 1% of the district average
Proficient:
□ School increased the school-wide average percentage of students with no exclusionary discipline in every established district sub-categories
Basic:
□ School had no growth on school-wide average percentage of students with no exclusionary discipline in more than 3 established district sub-categories
Unsatisfactory:
□ School decreased by 5% or more from the school-wide average percentage of students with no exclusionary discipline in more than 3 established district sub-categories
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

2. **5th Grade: Behaviors -** % of students with behaviors that result in state reported actions (*Annual*).

Distinguished:
□ School decreased the school-wide average percentage of students with behaviors that resulted in state reported actions and is within 1% of the district average
Proficient:
□ School decreased the school-wide average percentage of students with behaviors that resulted in state reported actions every established district sub-categories
Basic:
□ School had no growth or increased the school-wide average percentage of students with behaviors that resulted in state reported actions in more than 3 established district sub-categories
Unsatisfactory:
□ School increased by 5% or more from the school-wide average percentage of students with behaviors that resulted in state reported actions in more than 3 established district sub-categories

Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

3. 3rd *through* 5th Grade Students - % of students completing the climate survey (*Every other year*).

Distinguished:
□ School increased the school-wide average percentage of school climate survey participants and is within 1% of the district average
Proficient:
□ School increased the school-wide average percentage of school climate survey participants for:
Basic:
□ School decreased the school-wide average percentage of school climate survey participants for:
Unsatisfactory:
□ School decreased by 5% or more from the school-wide average percentage of school climate survey participants for:
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

4. Elementary Staff – Number of staff completing the climate survey (*Every other year*).

Distinguished:
□ School increased the school-wide number of staff completing the climate survey and is within 1% of the district average
Proficient:
□ School increased the school-wide number of staff completing the climate survey
Basic:
□ School decreased the school-wide number of staff completing the climate survey
Unsatisfactory:
□ School decreased by 5% or more the school-wide number of staff completing the climate survey
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

5. Elementary Parents/Guardians-– Number of parents/guardians completing the climate survey (*Every other year*).

Distinguished:
□ School increased the school-wide number of parents/guardians completing the climate survey and is within 1% of the district average
Proficient:
□ School increased the school-wide number of parents/guardians completing the climate survey
Basic:
□ School decreased the school-wide number of parents/guardians completing the climate survey

Unsatisfactory: □ School decreased by 5% or more the school-wide number of parents/guardians completing the climate survey
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

6. 3rd *through* **5th Grade Students -** % of students completing the healthy youth survey. Focus elements will be in regard to: Safety & Violence Behaviors, Risk and Protective Factors, Depression and Suicide (*Every other year*).

Distinguished: □ School increased the school-wide average percentage from the previous healthy youth survey percentage of student participation and is within 1% of the district average
Proficient: □ School increase the school-wide average percentage from the previous healthy youth survey percentage of student participation
Basic: □ School decreased the school-wide average percentage from the previous healthy youth survey percentage of student participation
Unsatisfactory: □ School decreased by 5% or more the school-wide average percentage from the previous healthy youth survey percentage of student participation
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

MIDDLE SCHOOL BENCHMARKS

In establishing the series of benchmarks tied to the four strategic goals, the academic performance framework will evaluate the progression of the innovative school annually. The Tacoma School District has adopted the Center for Educational Leadership instructional framework, where performance levels are used to delineate teaching practices from **unsatisfactory** to **basic**, **proficient** and **distinguished**. The performance level language will also be used for assessing each benchmark to delineate the innovative school's progression toward the success of each strategic goal. The performance levels are defined as followed:

Distinguished
- Exceeding State average standard percentages and/or numbers and District average standard percentages of specific benchmarks in 4 of the 6 established *district sub-categories
- Increasing or Decreasing School-wide average percentages and/or numbers of specific benchmarks in every established *district sub-categories
- Exceeding district established goals for benchmarks (i.e. graduation rates as established by the board)
- Increasing or Decreasing School-wide average percentages and/or numbers of specific benchmarks and in some are within 1% of the district average, dependent on the benchmark

Proficient
- Meeting School-wide average standard percentage and/or numbers in every established *district sub-categories and within 1% of the district average
- Increasing or Decreasing School-wide average percentages and/or numbers of specific benchmarks in 4 of 6 established *district sub-categories
- Meeting district established goals for benchmarks (i.e. graduation rates as established by the board)
- Increasing or Decreasing School-wide average percentages and/or numbers of specific benchmarks

Basic
- Not meeting School-wide average in every established *district sub-categories
- Increasing or Decreasing School-wide average percentages and/or numbers of specific benchmarks in 3 or less of the established *district sub-categories
- Under district established goals for benchmarks (i.e. graduation rates as established by the board)
- Increasing or Decreasing School-wide average percentages and/or numbers of specific benchmarks

Unsatisfactory
- Not meeting School-wide average and dropping 5% or more in more than 3 established *district sub-categories
- Is Identical, Increasing or Decreasing in School-wide average percentages and/or numbers of specific benchmarks in established *district sub-categories
- Under district established goals for benchmarks and decreased by 5% or more (i.e. graduation rates as established by the board)

- Identical, Increasing or Decreasing School-wide average percentages and/or numbers and dropped 5% or more of specific benchmarks

GOAL 1
Academic Excellence: All students will perform at or above grade level and we will eliminate disparities among all groups.

1. **Grade 8-State Assessment: Math**: % of students scoring on the Math SBAC assessment (*Annual*).

Distinguished: □ School exceeded the State average standard percentage on SBAC in 4 of the 6 established district sub-categories
Proficient: □ School met the school-wide average standard percentage on SBAC in every established district sub-categories and is within 1% of the district average
Basic: □ School did not meet the school-wide average standard percentage on SBAC in every established district sub-categories
Unsatisfactory: □ School did not meet the school-wide average standard percentage and dropped 5% or more on SBAC and in more than 3 established district sub-categories
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

2. **Grade 8-State Assessment: English/Language Arts**: % of students scoring on the ELA SBAC assessment (*Annual*).

Distinguished: □ School exceeded the State average standard percentage on SBAC in 4 of the 6 established district sub-categories
Proficient: □ School met the school-wide average standard percentage on SBAC in every established district sub-categories and is within 1% of the district average
Basic: □ School did not meet the school-wide average standard percentage on SBAC in every established district sub-categories
Unsatisfactory: □ School did not meet the school-wide average standard percentage and dropped 5% or more on SBAC and in more than 3 established district sub-categories
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

3. **Grade 8-Report Card: Math**: % of students earning a "C" or higher in Algebra or Geometry (*Semester 1 and Semester 2*).

Distinguished: □ School exceeded the district average percentage of students earing a "C" or higher in 4 of the 6 established district sub-categories
Proficient: □ School met the school-wide average percentage of students earning a "C" or higher in every established district sub-categories and is within 1% of the district average
Basic: □ School did not meet the school-wide average percentage of students earning a "C" or higher in every established district sub-categories
Unsatisfactory: □ School did not meet the school-wide average percentage and dropped 5% or more of students earning a "C" or higher in more than 3 established district sub-categories
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

4. **Grade 8-Report Card: Language Arts**: % of students earning a "C" or higher in Language Arts 8 (*Semester 1 and Semester 2*).

Distinguished: □ School exceeded the district average percentage of students earing a "C" or higher in 4 of the 6 established district sub-categories
Proficient: □ School met the school-wide average percentage of students earning a "C" or higher in every established district sub-categories and is within 1% of the district average
Basic: □ School did not meet the school-wide average percentage of students earning a "C" or higher in every established district sub-categories
Unsatisfactory: □ School did not meet the school-wide average percentage and dropped 5% or more of students earning a "C" or higher in more than 3 established district sub-categories
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

5. **Middle School-Extracurricular Activities**: % of students participating in extra-curricular activities (*Annual*).

Distinguished: □ School exceeded the previous school-year percentage of students enrolled in extra-curricular activities and is within 2% of the district average percentages
Proficient:

□ School met the previous school-year percentage of students enrolled in extra-curricular activities and is within 2% of the district average percentages
Basic: □ School did not meet the previous school-year percentage of students enrolled in extra-curricular activities
Unsatisfactory: □ School did not meet the previous school-year percentage and dropped 5% or more of students enrolled in extra-curricular activities
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

GOAL 2
Partnerships: We will fully engage our parents, community and staff in the education of our children. The district and community are working on new ways to effectively measure the success of our partnerships.

1. **Welcoming environment**- Number of registered volunteers in schools; % of responses at each level on the climate survey regarding topic of **diversity**; % of responses at each level on the climate survey regarding topic of **sustained family and community engagement** (*Annual*).

Distinguished: □ School increased the number of registered volunteers in school from the previous school-year and is within 1% of the district average; □ School increased the percentage of responses on the climate survey regarding topic of **diversity** and is within 1% of the district average; □ School increased the percentage of responses on the climate survey regarding topic of **sustained family and community engagement** and is within 1% of the district average.
Proficient: □ School increased the number of registered volunteers in school from the previous school-year; □ School increased the percentage of responses on the climate survey regarding topic of **diversity;** □ School increased the percentage of responses on the climate survey regarding topic of **sustained family and community engagement**
Basic: □ School decreased the number of registered volunteers in school from the previous school-year; □ School decreased the percentage of responses on the climate survey regarding topic of **diversity;** □ School decreased the percentage of responses on the climate survey regarding topic of **sustained family and community engagement**
Unsatisfactory: □ School decreased by 5% or more from the number of registered volunteers in school from the previous school-year; □ School decreased the percentage of responses on the climate survey regarding topic of **diversity** by 5% of more; □ School decreased the percentage of responses on the climate survey regarding topic of **sustained**

family and community engagement by 5% or more
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

2. **Effective Communication** - % of responses at each level on the climate survey regarding topic of **communication**; % of responses at each level on the community partners survey, each question (*Annual*).

Distinguished: □ School increased the school-wide percentage of responses on the climate survey regarding topic of **communication** and is within 1% of the district average;   □ School increased the school-wide percentage of responses on the community partners survey, each question and is within 1% of the district average
Proficient: □ School increased the school-wide percentage of responses on the climate survey regarding topic of **communication** from the previous school year;   □ School increased the school-wide percentage of responses on the community partners survey, each question, from the previous school year
Basic: □ School decreased the school-wide percentage of responses on the climate survey regarding topic of **communication** from the previous school year;   □ School decreased the school-wide percentage of responses on the community partners survey, each question, from the previous school year
Unsatisfactory: □ School decreased by 5% or more from the school-wide percentage of responses on the climate survey regarding topic of **communication** from the previous school year;   □ School decreased by 5% or more from the school-wide percentage of responses on the community partners survey, each question, from the previous school year
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

3. **Partners Supporting Student Success** - Number of community-based organizations and youth serving organizations in formal partnerships with schools and/or school district; Change over time in the number of community-based organizations in formal partnerships with schools/district; Number of expanded learning opportunities created with partner organizations; Change over time in the number of expanded learning opportunities; Number of businesses, higher education institutions and partner organizations supporting district or schools with donations, resources, and volunteers; Change over time in the number of businesses, higher education institutions, and partner organizations (*Annual*).

Distinguished:

□ Number of community-based organizations and youth serving organizations in formal partnership with the school equitable and/or increased from the previous school year; The change over time in the number of community-based organizations in from partnership, over a three year trend, has increased;

□ Number of expanded learning opportunities created with partner organizations with the school equitable and/or increased from the previous school year; The change over time in the number of expanded learning opportunities created with partner organizations, over a three year trend, has increased;

□ Number of businesses, higher education institutions and partner organizations supporting district or schools with donations, resources, and volunteers is equitable and/or increased from the previous school year; The change over time in the number of businesses, higher education institutions, and partner organizations, over a three year trend, has increased

Proficient:

□ Number of community-based organizations and youth serving organizations in formal partnership with the school equitable from the previous school year; The change over time in the number of community-based organizations in from partnership, over a three year trend, has stayed consistent;

□ Number of expanded learning opportunities created with partner organizations with the school equitable from the previous school year; The change over time in the number of expanded learning opportunities created with partner organizations, over a three year trend, has stayed consistent;

□ Number of businesses, higher education institutions and partner organizations supporting district or schools with donations, resources, and volunteers is equitable from the previous school year; The change over time in the number of businesses, higher education institutions, and partner organizations, over a three year trend, has stayed consistent

Basic:

□ Number of community-based organizations and youth serving organizations in formal partnership with the school is not equitable from the previous school year; The change over time in the number of community-based organizations in from partnership, over a three year trend, has dropped;

□ Number of expanded learning opportunities created with partner organizations with the school is not equitable from the previous school year; The change over time in the number of expanded learning opportunities created with partner organizations, over a three year trend, has dropped;

□ Number of businesses, higher education institutions and partner organizations supporting district or schools with donations, resources, and volunteers is not equitable from the previous school year; The change over time in the number of businesses, higher education institutions, and partner organizations, over a three year trend, has dropped

Unsatisfactory:

□ Number of community-based organizations and youth serving organizations in formal partnership with the school has dropped by 5% or more from the previous school year; The change over time in the number of community-based organizations in from partnership, over a three year trend, has dropped by 5% or more;

□ Number of expanded learning opportunities created with partner organizations with the school has dropped by 5% or more from the previous school year; The change over time in the number of expanded learning opportunities created with partner organizations, over a three year trend, has dropped by 5% or more;

□ Number of businesses, higher education institutions and partner organizations supporting district or schools with donations, resources, and volunteers has dropped by 5% or more from the previous school year; The change over time in the number of businesses, higher education institutions, and partner organizations, over a three year trend, has dropped by 5% or more

> *Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:*

4. **Engaged Families and Parents** - Number of parents participating in the school climate survey (*Every other year*).

Distinguished: □ School increased the school-wide average number of parents participating in the school climate survey and is within 1% of the district average
Proficient: □ School increased the school-wide average number of parents participating in the school climate survey
Basic: □ School decreased the school-wide average number of parents participating in the school climate survey
Unsatisfactory: □ School decreased by 5% or more the school-wide average number of parents participating in the school climate survey
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

GOAL 4
Safety: All schools will create and maintain safe learning environments that promote excellent academic achievement.

1. **6th** *and* **8th Grade: Behaviors -**% of students with no exclusionary discipline (suspensions and expulsions) (*Annual*).

Distinguished: □ School increased the school-wide average percentage of students with no exclusionary discipline and is within 1% of the district average
Proficient: □ School increased the school-wide average percentage of students with no exclusionary discipline in every established district sub-categories
Basic: □ School had no growth on school-wide average percentage of students with no exclusionary discipline in more than 3 established district sub-categories
Unsatisfactory: □ School decreased by 5% or more from the school-wide average percentage of students with no exclusionary discipline in more than 3 established district sub-categories

Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

2. 6th *and* **8th Grade: Behaviors -** % of students with behaviors that result in state reported actions (*Annual*).

Distinguished: □ School decreased the school-wide average percentage of students with behaviors that resulted in state reported actions and is within 1% of the district average
Proficient: □ School decreased the school-wide average percentage of students with behaviors that resulted in state reported actions every established district sub-categories
Basic: □ School had no growth or increased the school-wide average percentage of students with behaviors that resulted in state reported actions in more than 3 established district sub-categories
Unsatisfactory: □ School increased by 5% or more from the school-wide average percentage of students with behaviors that resulted in state reported actions in more than 3 established district sub-categories
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

3. 6th *through* **8th Grade Students** - % of students completing the climate survey (*Every other year*).

Distinguished: □ School increased the school-wide average percentage of school climate survey participants and is within 1% of the district average
Proficient: □ School increased the school-wide average percentage of school climate survey participants for:
Basic: □ School decreased the school-wide average percentage of school climate survey participants for:
Unsatisfactory: □ School decreased by 5% or more from the school-wide average percentage of school climate survey participants for:
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

4. Middle School Staff – Number of staff completing the climate survey (*Every other year*).

Distinguished: □ School increased the school-wide number of staff completing the climate survey and is within 1% of the district average
Proficient: □ School increased the school-wide number of staff completing the climate survey

Basic:
□ School decreased the school-wide number of staff completing the climate survey
Unsatisfactory:
□ School decreased by 5% or more the school-wide number of staff completing the climate survey
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

5. Middle School Parents/Guardians-– Number of parents/guardians completing the climate survey (*Every other year*).

Distinguished:
□ School increased the school-wide number of parents/guardians completing the climate survey and is within 1% of the district average
Proficient:
□ School increased the school-wide number of parents/guardians completing the climate survey
Basic:
□ School decreased the school-wide number of parents/guardians completing the climate survey
Unsatisfactory:
□ School decreased by 5% or more the school-wide number of parents/guardians completing the climate survey
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

6. 6th *through* **8th Grade Students -** % of students completing the healthy youth survey. Focus elements will be in regard to: Safety & Violence Behaviors, Risk and Protective Factors, Depression and Suicide (*Every other year*).

Distinguished:
□ School increased the school-wide average percentage from the previous healthy youth survey percentage of student participation and is within 1% of the district average
Proficient:
□ School increase the school-wide average percentage from the previous healthy youth survey percentage of student participation
Basic:
□ School decreased the school-wide average percentage from the previous healthy youth survey percentage of student participation
Unsatisfactory:
□ School decreased by 5% or more the school-wide average percentage from the previous healthy youth survey percentage of student participation
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

HIGH SCHOOL BENCHMARKS

In establishing the series of benchmarks tied to the four strategic goals, the academic performance framework will evaluate the progression of the innovative school annually. The Tacoma School District has adopted the Center for Educational Leadership instructional framework, where performance levels are used to delineate teaching practices from **unsatisfactory** to **basic**, **proficient** and **distinguished**. The performance level language will also be used for assessing each benchmark to delineate the innovative school's progression toward the success of each strategic goal. The performance levels are defined as followed:

Distinguished
- Exceeding State average standard percentages and/or numbers and District average standard percentages of specific benchmarks in 4 of the 6 established *district sub-categories
- Increasing or Decreasing School-wide average percentages and/or numbers of specific benchmarks in every established *district sub-categories
- Exceeding district established goals for benchmarks (i.e. graduation rates as established by the board)
- Increasing or Decreasing School-wide average percentages and/or numbers of specific benchmarks and in some are within 1% of the district average, dependent on the benchmark

Proficient
- Meeting School-wide average standard percentage and/or numbers in every established *district sub-categories and within 1% of the district average
- Increasing or Decreasing School-wide average percentages and/or numbers of specific benchmarks in 4 of 6 established *district sub-categories
- Meeting district established goals for benchmarks (i.e. graduation rates as established by the board)
- Increasing or Decreasing School-wide average percentages and/or numbers of specific benchmarks

Basic
- Not meeting School-wide average in every established *district sub-categories
- Increasing or Decreasing School-wide average percentages and/or numbers of specific benchmarks in 3 or less of the established *district sub-categories
- Under district established goals for benchmarks (i.e. graduation rates as established by the board)
- Increasing or Decreasing School-wide average percentages and/or numbers of specific benchmarks

Unsatisfactory
- Not meeting School-wide average and dropping 5% or more in more than 3 established *district sub-categories
- Is Identical, Increasing or Decreasing in School-wide average percentages and/or numbers of specific benchmarks in established *district sub-categories

- Under district established goals for benchmarks and decreased by 5% or more (i.e. graduation rates as established by the board)
- Identical, Increasing or Decreasing School-wide average percentages and/or numbers and dropped 5% or more of specific benchmarks

GOAL 1
Academic Excellence: All students will perform at or above grade level and we will eliminate disparities among all groups.

1. **Grade 11-State Assessment: Math**: % of students scoring on the Math SBAC assessment (*Annual*).

Distinguished: □ School exceeded the State average standard percentage on SBAC in 4 of the 6 established district sub-categories
Proficient: □ School met the school-wide average standard percentage on SBAC in every established district sub-categories and is within 1% of the district average
Basic: □ School did not meet the school-wide average standard percentage on SBAC in every established district sub-categories
Unsatisfactory: □ School did not meet the school-wide average standard percentage and dropped 5% or more on SBAC and in more than 3 established district sub-categories
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

2. **Grade 11-State Assessment: English/Language Arts**: % of students scoring on the ELA SBAC assessment (*Annual*).

Distinguished: □ School exceeded the State average standard percentage on SBAC in 4 of the 6 established district sub-categories
Proficient: □ School met the school-wide average standard percentage on SBAC in every established district sub-categories and is within 1% of the district average
Basic: □ School did not meet the school-wide average standard percentage on SBAC in every established district sub-categories
Unsatisfactory: □ School did not meet the school-wide average standard percentage and dropped 5% or more on SBAC and in more than 3 established district sub-categories
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

3. **Grade 9-**% of students failing one class; % of students falling more than one class (*Weekly*).

Distinguished: □ School decreased from the school-wide average percentage of students failing one class in every established district sub-categories;   □ School decreased from the school-wide average percentage of students failing more than one class in every established district sub-categories
Proficient: □ School decreased from the school-wide average percentage of students failing one class in 4 of the 6 established district sub-categories;   □ School decreased from the school-wide average percentage of students failing more than one class in 4 of the 6 established district sub-categories
Basic: □ School decreased from the school-wide average percentage of students failing one class in 3 or less of the 6 established district sub-categories;   □ School decreased from the school-wide average percentage of students failing more than one class in 3 or less of the 6 established district sub-categories
Unsatisfactory: □ School was identical and/or increased from the school-wide average percentage of students failing one class in every established district sub-categories;   □ School was identical and/or increased from the school-wide average percentage of students failing more than one class in every established district sub-categories
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

4. **Graduation-**% of students graduating on time; % of students graduating with extended time; % of students dropping out (*Annual*).

Distinguished: □ Over 80% of students graduating on time   □ School increased from the school-wide average percentage of students graduating with extended time in every established district sub-categories;   □ School decreased from the school-wide average percentage of students dropping out in every established district sub-categories
Proficient: □ 80% of students graduating on time;   □ School increased from the school-wide average percentage of students graduating with extended time in 4 of the 6 established district sub-categories ;   □ School decreased from the school-wide average percentage of students dropping out in 4 of the 6 established district sub-categories
Basic: □ Under 80% of students graduating on time   □ School increased from the school-wide average percentage of students graduating with extended time in 3 or less of the 6 established district sub-categories ;   □ School decreased from the school-wide average percentage of students dropping out in 3 or less of

the 6 established district sub-categories
Unsatisfactory: ☐ Under 80% and decreased by 5% or more of students graduating on time   ☐ School was identical and/or decreased from the school-wide average percentage of students graduating with extended time in every established district sub-categories;   ☐ School was identical and/or increased from the school-wide average percentage of students dropping out in every established district sub-categories
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

5. **Graduation -** % of students re-enrolled from drop out (*Annual*).

Distinguished: ☐ School increased from the school-wide average percentage of students re-enrolled from drop out in every established district sub-categories
Proficient: ☐ School increased from the school-wide average percentage of students re-enrolled from drop out in 4 of the 6 established district sub-categories
Basic: ☐ School increased from the school-wide average percentage of students re-enrolled from drop out in 3 or less of the 6 established district sub-categories
Unsatisfactory: ☐ School was identical and/or decreased from the school-wide average percentage of students re-enrolled from drop out in every established district sub-categories
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

6. **Prepared for Life After High School -** % of students who have verified acceptance letter from next institution (Community College, University, Military, Apprentice program, etc.) (*Continuous*).

Distinguished: ☐ School increased from the school-wide average percentage of verified acceptance letter from next institution in every established district sub-categories
Proficient: ☐ School increased from the school-wide average percentage of verified acceptance letter from next institution in 4 of the 6 established district sub-categories
Basic: ☐ School increased from the school-wide average percentage of verified acceptance letter from next institution in 3 or less of the 6 established district sub-categories
Unsatisfactory: ☐ School was identical and/or decreased from the school-wide average percentage of verified acceptance letter from next institution in every established district sub-categories

> *Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:*

7. **High School-Extracurricular Activities**: % of students participating in extra-curricular activities (*Annual*).

Distinguished: □ School exceeded the previous school-year percentage of students enrolled in extra-curricular activities and is within 2% of the district average percentages
Proficient: □ School met the previous school-year percentage of students enrolled in extra-curricular activities and is within 2% of the district average percentages
Basic: □ School did not meet the previous school-year percentage of students enrolled in extra-curricular activities
Unsatisfactory: □ School did not meet the previous school-year percentage and dropped 5% or more of students enrolled in extra-curricular activities
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

8. **Prepared for Life After High School-Rigor**: % of students taking at least one Advanced Placement (AP), International Baccalaureate (IB), Running Start or College in the High School Course (*Continuous*).

Distinguished: □ Over 80% of students taking at least one AP, IB, Running Start or College in the High School course in every established district sub-categories.
Proficient: □ 80% of students taking at least one AP, IB, Running Start or College in the High School course in every established district sub-categories.
Basic: □ Under 80% of students taking at least one AP, IB, Running Start or College in the High School course in every established district sub-categories.
Unsatisfactory: □ Under 80% and decreased by 5% or more of students taking at least one AP, IB, Running Start or College in the High School course in every established district sub-categories .
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

9. Prepared for Life After High School-% of students that have earned industry certification (*Continuous*).

Distinguished: □ School increased from the school-wide average percentage of students that have earned industry certification in every established district sub-categories
Proficient: □ School increased from the school-wide average percentage of students that have earned industry certification in 4 of the 6 established district sub-categories
Basic: □ School increased from the school-wide average percentage of students that have earned industry certification in 3 or less of the 6 established district sub-categories
Unsatisfactory: □ School was identical and/or decreased from the school-wide average percentage of students that have earned industry certification in every established district sub-categories
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

GOAL 2

Partnerships: We will fully engage our parents, community and staff in the education of our children. The district and community are working on new ways to effectively measure the success of our partnerships.

1. **Welcoming environment**- Number of registered volunteers in schools; % of responses at each level on the climate survey regarding topic of **diversity**; % of responses at each level on the climate survey regarding topic of **sustained family and community engagement** (*Annual*).

Distinguished: □ School increased the number of registered volunteers in school from the previous school-year and is within 1% of the district average;   □ School increased the percentage of responses on the climate survey regarding topic of **diversity** and is within 1% of the district average;   □ School increased the percentage of responses on the climate survey regarding topic of **sustained family and community engagement** and is within 1% of the district average.
Proficient: □ School increased the number of registered volunteers in school from the previous school-year;   □ School increased the percentage of responses on the climate survey regarding topic of **diversity;**   □ School increased the percentage of responses on the climate survey regarding topic of **sustained family and community engagement**

Basic: □ School decreased the number of registered volunteers in school from the previous school-year; □ School decreased the percentage of responses on the climate survey regarding topic of **diversity;** □ School decreased the percentage of responses on the climate survey regarding topic of **sustained family and community engagement**
Unsatisfactory: □ School decreased by 5% or more from the number of registered volunteers in school from the previous school-year; □ School decreased the percentage of responses on the climate survey regarding topic of **diversity** by 5% of more; □ School decreased the percentage of responses on the climate survey regarding topic of **sustained family and community engagement** by 5% or more
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

2. **Effective Communication** - % of responses at each level on the climate survey regarding topic of **communication**; % of responses at each level on the community partners survey, each question (*Annual*).

Distinguished: □ School increased the school-wide percentage of responses on the climate survey regarding topic of **communication** and is within 1% of the district average; □ School increased the school-wide percentage of responses on the community partners survey, each question and is within 1% of the district average
Proficient: □ School increased the school-wide percentage of responses on the climate survey regarding topic of **communication** from the previous school year; □ School increased the school-wide percentage of responses on the community partners survey, each question, from the previous school year
Basic: □ School decreased the school-wide percentage of responses on the climate survey regarding topic of **communication** from the previous school year; □ School decreased the school-wide percentage of responses on the community partners survey, each question, from the previous school year
Unsatisfactory: □ School decreased by 5% or more from the school-wide percentage of responses on the climate survey regarding topic of **communication** from the previous school year; □ School decreased by 5% or more from the school-wide percentage of responses on the community partners survey, each question, from the previous school year
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

3. **Partners Supporting Student Success** - Number of community-based organizations and youth serving organizations in formal partnerships with schools and/or school district; Change over time in the number of community-based organizations in formal partnerships with schools/district; Number of expanded learning opportunities created with partner organizations; Change over time in the number of expanded learning opportunities; Number of businesses, higher education institutions and partner organizations supporting district or schools with donations, resources, and volunteers; Change over time in the number of businesses, higher education institutions, and partner organizations (*Annual*).

Distinguished: □ Number of community-based organizations and youth serving organizations in formal partnership with the school equitable and/or increased from the previous school year; The change over time in the number of community-based organizations in from partnership, over a three year trend, has increased; □ Number of expanded learning opportunities created with partner organizations with the school equitable and/or increased from the previous school year; The change over time in the number of expanded learning opportunities created with partner organizations, over a three year trend, has increased; □ Number of businesses, higher education institutions and partner organizations supporting district or schools with donations, resources, and volunteers is equitable and/or increased from the previous school year; The change over time in the number of businesses, higher education institutions, and partner organizations, over a three year trend, has increased
Proficient: □ Number of community-based organizations and youth serving organizations in formal partnership with the school equitable from the previous school year; The change over time in the number of community-based organizations in from partnership, over a three year trend, has stayed consistent; □ Number of expanded learning opportunities created with partner organizations with the school equitable from the previous school year; The change over time in the number of expanded learning opportunities created with partner organizations, over a three year trend, has stayed consistent; □ Number of businesses, higher education institutions and partner organizations supporting district or schools with donations, resources, and volunteers is equitable from the previous school year; The change over time in the number of businesses, higher education institutions, and partner organizations, over a three year trend, has stayed consistent
Basic: □ Number of community-based organizations and youth serving organizations in formal partnership with the school is not equitable from the previous school year; The change over time in the number of community-based organizations in from partnership, over a three year trend, has dropped; □ Number of expanded learning opportunities created with partner organizations with the school is not equitable from the previous school year; The change over time in the number of expanded learning opportunities created with partner organizations, over a three year trend, has dropped; □ Number of businesses, higher education institutions and partner organizations supporting district or schools with donations, resources, and volunteers is not equitable from the previous school year; The change over time in the number of businesses, higher education institutions, and partner organizations, over a three year trend, has dropped
Unsatisfactory: □ Number of community-based organizations and youth serving organizations in formal partnership with the school has dropped by 5% or more from the previous school year; The change over time in

the number of community-based organizations in from partnership, over a three year trend, has dropped by 5% or more;

□ Number of expanded learning opportunities created with partner organizations with the school has dropped by 5% or more from the previous school year; The change over time in the number of expanded learning opportunities created with partner organizations, over a three year trend, has dropped by 5% or more;

□ Number of businesses, higher education institutions and partner organizations supporting district or schools with donations, resources, and volunteers has dropped by 5% or more from the previous school year; The change over time in the number of businesses, higher education institutions, and partner organizations, over a three year trend, has dropped by 5% or more

Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

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4. **Engaged Families and Parents** - Number of parents participating in the school climate survey (*Every other year*).

Distinguished: □ School increased the school-wide average number of parents participating in the school climate survey and is within 1% of the district average
Proficient: □ School increased the school-wide average number of parents participating in the school climate survey
Basic: □ School decreased the school-wide average number of parents participating in the school climate survey
Unsatisfactory: □ School decreased by 5% or more the school-wide average number of parents participating in the school climate survey
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

GOAL 4
Safety: All schools will create and maintain safe learning environments that promote excellent academic achievement.

1. **9th *and* 12th Grade: Behaviors -**% of students with no exclusionary discipline (suspensions and expulsions) (*Annual*).

Distinguished: □ School increased the school-wide average percentage of students with no exclusionary discipline and is within 1% of the district average

Proficient:
□ School increased the school-wide average percentage of students with no exclusionary discipline in every established district sub-categories
Basic:
□ School had no growth on school-wide average percentage of students with no exclusionary discipline in more than 3 established district sub-categories
Unsatisfactory:
□ School decreased by 5% or more from the school-wide average percentage of students with no exclusionary discipline in more than 3 established district sub-categories
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

2. 9th *and* 12th Grade: Behaviors - % of students with behaviors that result in state reported actions (*Annual*).

Distinguished:
□ School decreased the school-wide average percentage of students with behaviors that resulted in state reported actions and is within 1% of the district average
Proficient:
□ School decreased the school-wide average percentage of students with behaviors that resulted in state reported actions every established district sub-categories
Basic:
□ School had no growth or increased the school-wide average percentage of students with behaviors that resulted in state reported actions in more than 3 established district sub-categories
Unsatisfactory:
□ School increased by 5% or more from the school-wide average percentage of students with behaviors that resulted in state reported actions in more than 3 established district sub-categories
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

3. 9th *through* 12th Grade Students - % of students completing the climate survey (*Every other year*).

Distinguished:
□ School increased the school-wide average percentage of school climate survey participants and is within 1% of the district average
Proficient:
□ School increased the school-wide average percentage of school climate survey participants for:
Basic:
□ School decreased the school-wide average percentage of school climate survey participants for:
Unsatisfactory:
□ School decreased by 5% or more from the school-wide average percentage of school climate survey participants for:

Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

4. High School Staff – Number of staff completing the climate survey (*Every other year*).

Distinguished:
□ School increased the school-wide number of staff completing the climate survey and is within 1% of the district average
Proficient:
□ School increased the school-wide number of staff completing the climate survey
Basic:
□ School decreased the school-wide number of staff completing the climate survey
Unsatisfactory:
□ School decreased by 5% or more the school-wide number of staff completing the climate survey
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

5. High School Parents/Guardians-– Number of parents/guardians completing the climate survey (*Every other year*).

Distinguished:
□ School increased the school-wide number of parents/guardians completing the climate survey and is within 1% of the district average
Proficient:
□ School increased the school-wide number of parents/guardians completing the climate survey
Basic:
□ School decreased the school-wide number of parents/guardians completing the climate survey
Unsatisfactory:
□ School decreased by 5% or more the school-wide number of parents/guardians completing the climate survey
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

6. 9th *through* **12th Grade Students -** % of students completing the healthy youth survey. Focus elements will be in regard to: Safety & Violence Behaviors, Risk and Protective Factors, Depression and Suicide (*Every other year*).

Distinguished:
□ School increased the school-wide average percentage from the previous healthy youth survey percentage of student participation and is within 1% of the district average
Proficient:
□ School increase the school-wide average percentage from the previous healthy youth survey percentage of student participation

Basic: □ School decreased the school-wide average percentage from the previous healthy youth survey percentage of student participation
Unsatisfactory: □ School decreased by 5% or more the school-wide average percentage from the previous healthy youth survey percentage of student participation
Please explain (250 words or less), if your results fall into the basic or unsatisfactory category, the necessary action steps you will take to reach proficient or distinguished:

Approved 06/12/14
Revised 05/28/15