BOE Policy	Proposed Indicator or Interpretation Changes	Next steps, follow-up
R-2 Numeracy **New or revised indicators since 8/10 are highlighted in light green.	Remove R 2.1 (Indicator 7) 90% of all students in grades 5th, 7th, and 9th grades will receive a grade of C or better in each subject area. (Indicator 8) 90% of students in all subgroups in grades 5th, 7th, and 9th grades will receive a grade of C or better in each subject area. *Rationale: BOE has given feedback multiple years that this data is hard to interpret and possibly subjective data* Add R. 2.1 (Indicator 7) The district percentage of students who meet or exceed the benchmark of proficiency in Science for Grades 4 and 8 will exceed the state percentage of students who meet or exceed the benchmark of proficiency on the state standardized test for all students. (Indicator 8) The district percentage of students who meet or exceed the benchmark of proficiency in Science for Grades 4 and 8 will exceed the state percentage of students who meet or exceed the benchmark of proficiency on the state standardized test for all subgroups. (Indicator 9) The district percentage of students who meet or exceed the benchmark of proficiency in Social Studies for Grades 4 and 8 will exceed the state percentage of students who meet or exceed the benchmark of proficiency on the state standardized test for all students. (Indicator 10) The district percentage of students who meet or exceed the benchmark of proficiency in Social Studies for Grades 4 and 8 will exceed the state percentage of students who meet or exceed the benchmark of proficiency on the state standardized test for all subgroups. (Indicator 11) The percentage of the graduating class that has successfully completed at least one Laude-level course will maintain or increase in the following program areas: ● Career and Technical Education: **[X]%** ● English Language Arts: **[X]%**	All of R-2 Numeracy will come back to the BOE for discussion on 9/14. Notes below: Board agreed with the removal of the two indicators and addition of the new indicators 7, 8, 9 and 10. A new indicator 11 will be brought forward to the board. **Continued discussion on how to address Global Language, Fine Arts, and PE/Health. (CTE is addressed in R-3) Idea: "The percentage of the graduating class that has successfully completed at least one Laude-level course will maintain or increase in the following program areas: ● Career and Technical Education: **[X]%** ● English Language Arts: **[X]%** ● Fine Arts: **[X]%** ● Global Languages: **[X]%** ● Mathematics: **[X]%** ● Physical Education/Health: **[X]%** ● Science: **[X]%** ● Social Studies: **[X]%**"

	• Fine Arts: **[X]%** • Global Languages: **[X]%** • Mathematics: **[X]%** • Physical Education/Health: **[X]%** • Science: **[X]%** • Social Studies: **[X]%"** *Rationale: These indicators are better aligned to the policy, the data is objective, and these indicators are easier to interpret. The laude indicator addresses the feedback about the other courses listed within the policy.* **R-2.2 Be technologically fluent, able to use digital tools critically, ethically and safely.** Add (Indicator 3) The percentage of students that violate the "Inappropriate Technology Use" Major behavior will decrease from the year before. *Rationale: The BOE has asked for more data besides the student survey to help measure the meaning of the policy.*	
OE-11 **New or revised indicators since 8/10 are highlighted in light green. Light blue- returning these 2 indicators to OE-11 on 8/10 Directors made the proposal to move them to R-2 after discussion it makes sense to keep in OE-11	**11.2** **Remove** (Indicator 2) 90% of classroom visits will indicate lessons based on learning targets as measured by classroom walk-throughs and/or Professional Learning Community protocol documents. (Indicator 3) 90% of Social-emotional learning lessons have the learning target identified as measured by classroom walk-throughs. **Add** (Indicator 2) 100% of Professional Learning Communities (PLCs) will utilize a documented agenda that explicitly addresses prioritized learning standards and aligned instructional practices. *Rationale: The previous indicators were measured from a survey to principals and a bit subjective. An agenda incorporating both the importance of*	All of OE-11 Numeracy will come back to the BOE for discussion on 9/14. Notes below: Board gave positive feedback on these indicators: • 11.2 indicator 2 • 11.5 indicator 2 with a revision in the word 'publish" • 11.6 indicator 1 • 11.7 indicator 1 Proposed revision of 11.5, indicator 2 is below: (Indicator 2) A documented, multi-criteria process for identifying advanced learners K-12 is reviewed and implemented annually. Board would like an additional indicator under 11.6 about having a documented MLSS handbook.

	learning standards and instructional practices is objective data. This is the work of a PLC and has shown to have an impact on student learning. 11.5 (Indicator 2) 65% of 10th-12th grade students are enrolled in a Laude course. (Indicator 3) The percentage of 10th-12th grade students enrolled in a Laude course by subgroup is proportional to the student population within 5%. **Add** (Indicator 4) A documented, multi-criteria process for identifying advanced learners K-12 is reviewed and implemented annually. *Rationale: The additional indicator is an objective data piece aligned to compliance of the policy. We are returning the two laude enrollment indicators.* 11.6 Remove (Indicator 1) 100% of general education students who require behavior, literacy, or numeracy interventions through verified screening data receive differentiated instruction in Tier 1 as well as small group or individual interventions in Tiers 2 and 3. Add (Indicator 1) 100% of students who do not meet annual academic benchmarks will be offered targeted summer school programming to support continued academic growth. (Indicator 2) A documented, multi-criteria process for Multi-Level Systems of Support (MLSS) is reviewed and implemented annually. *Rationale:* *The previous indicator has been in place since the beginning of monitoring reports in the district. It is a time intensive measure that has not been proven to be "high leverage". The new indicators are an important compliance measure with the implementation of ACT 20 and the growth of our summer*	Proposed new indicator is below: 11.6 (Indicator 2) A documented, multi-criteria process for Multi-Level Systems of Support (MLSS) is reviewed and implemented annually.

	school program. The MLSS program is the structure on how we support all our learners K-12. Through this compliance measure, we can ensure annual review and updates as a system occurs. 11.7 Remove **Indicator 1:** 100% of 50 random mini-observation feedback summaries in the online evaluation program will reflect engagement strategies from Danielson 3C and/or Universal Design for Learning (UDL). 11.7 Add **Indicator 1**. 100% of evaluators will participate in an annual calibration training to ensure consistent and accurate evaluation of the district's instructional framework. *Rationale: This indicator better represents the policy that the district "evaluates the fidelity" around implementation of instructional practices. If evaluators are aligned then implementation will be improved. It is a better measure of the calibration of the system.*	