Indicator & Interpretation Changes
(Beginning in 2024-2025)

BOE Policy	Proposed Indicator or Interpretation Changes	Date Approved
R-2 Literacy	Add R 2.1 (Indicator 5) The district percentage of students who meet or exceed the benchmark of proficiency in Writing on Forward for Grades 3,6,8 will exceed the state percentage of students who meet or exceed the benchmark of proficiency on the state standardized test for all students. (Indicator 6) The district percentage of students who meet or exceed the benchmark of proficiency in Writing on Forward for Grades 3,6,8 will exceed the state percentage of students who meet or exceed the benchmark of proficiency on the state standardized test for all subgroups. *Rationale: This indicator is coming from R-3 (3.1). It matches better under literacy versus ("the ability to discern and use information from a variety of sources….".) The district has had lower scores in the area of writing in comparison to other districts for several years and needs a measure in the reports to help create a focus on this in the district.*	
R-2 Numeracy	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) At least 65% of 9th-12th grade students are enrolled in a Laude course. (Indicator 12) The percentage of 9th-12th grade students enrolled in a Laude course by subgroup is proportional to the student population within 5%. *Rationale: These indicators are better aligned to the policy, the data is objective, and these indicators are easier to interpret. The Laude indicators are being moved into "R-2" and out of "OE-11" because they seem to be more of results than compliance measures.*	
R-3 - Self-Directed Complex Thinkers	Remove 3.1 Remove Indicators 1, 2, & 3 (Indicator 1) Growth Mindset Proficiency (from Skyward Gradebook) Middle School and High School- 85% or more of students from the Middle and High School will demonstrate proficiency on the growth mindset behavior feedback/grade in Skyward. (Indicator 2) The district average scores in writing from the ACT for Grade 11 will exceed the statewide average composite score in writing for all students. (Indicator 3) The district average scores in writing from the Forward Exam for Grade 8 will exceed the statewide average composite score in writing for all students. Add R-3 3.1 (Indicator 1) The percentage of students in grades 3,6, 8 scoring 'Proficient' or 'Advanced' specifically on the 'Informational Text' and 'Research/Inquiry' domains of the Wisconsin Forward Exam will maintain or increase annually. (Indicator 2) The district average sub-score on the ACT Science section will exceed the state average.	

	Rationale: 2 & 3 is being moved to R.2 Literacy, Indicator 1 is a SEL competency grade book data point (Growth Mindset) and has been discussed multiple times as being subjective because it is a student self-reflection at the upper levels and a subjective judgement from a teacher. Students will still learn about the SEL competencies and self reflect. A SEL curriculum being taught is an indicator addition in OE-11 (See below) We are adding two indicators from the Forward Exam and ACT Science in which students are asked to use a variety of sources and data to think critically. Therefore, it aligns better with the policy that asks students to discern and use information from a variety of sources. Remove 3.4 Indicator 1 (Indicator 1) 100% of students in 8th & 10th grades have an Academic & Career Plan (ACP) in place. Add (Indicator 1) The total percent of students from the last year's graduating class that completes at least one of the following, will increase each year (or will be above a certain percent) ○ Work-Based Learning ○ Industry Recognized Credentials ○ Dual Credit ○ Advanced Placement Exam (3+ Score) *Rationale: We already measure ACP in OE-11. We are replacing it with an indicator that more aligns with the policy; plan and prepare for challenging careers, college, and life based on personal interests and strengths*	
R-4 Collaborative and Responsible Citizens	**Remove:** R 4.2 (Indicator 1) Elementary and Intermediate Behaviors that Promote Learning **Target:** 80% of students will be marked proficient.	

	(Indicator 2) Middle School Behaviors that Promote Learning **Target:** 80% of students will be marked proficient. (Indicator 3) High School Behaviors that Promote Learning **Target:** 80% of students will be marked proficient Add R 4.2 (Indicator 1) 90% of 7th grade students will receive a C or higher in Spanish or German. (Indicator 2) 90% of students in Grades 9-12 will receive a C or higher in Spanish, German, FLS (Facilitated Language Study), Sociology and Social Awareness courses. (Indicator 3) Maintain or decrease the number of students who receive a major discipline referral in grades K-12 in the area of "Harrassment/Bullying/Hate Speech"from the previous year. *Rationale: 1, 2 & 3 are a SEL competency grade book data point and has been discussed multiple times as being subjective because it is a student self-reflection at the upper levels and a subjective judgement from a teacher. Students will still learn about the SEL competencies and self reflect. A SEL curriculum being taught is an indicator addition in OE-11 (See below) The new indicators reflect the policy more closely by focusing on the student results and experiences as it relates to "gaining perspective, developing empathy, and valuing diversity" (from the R4.2 Board Interpretation).* Remove R 4.3 (Indicator 1) Elementary and Intermediate Behaviors that Promote Learning **Target:** 80% of students will be marked proficient (Indicator 2) Middle School Behaviors that Promote Learning **Target:** 80% of students will be marked proficient. (Indicator 3) High School Behaviors that Promote Learning **Target:** 80% of students will be marked proficient. Add R 4.3 (Indicator 1) ___% of students enrolled in Global Studies will earn a score of 'Meeting' or 'Exceeding' on the Civil Discourse Skill rubric.	

	Rationale: 1, 2 & 3 are a SEL competency grade book data point and has been discussed multiple times as being subjective because it is a student self-reflection at the upper levels and a subjective judgement from a teacher. Students will still learn about the SEL competencies and self reflect. A SEL curriculum being taught is an indicator addition in OE-11 (See below) The new indicator reflects the policy more closely by focusing on the student results of "Communicate effectively, listen actively to understand the perspectives of others, and develop respectful, mutually supportive, collaborative relationships." Add R 4.4 (Indicator 4) DAHS will maintain a lower percentage of students that are chronically absent than state average. (Indicator 5) The percentage of DAHS students that are chronically absent by subgroup will be proportional to the student population within 5%. *Rationale: These indicators were part of (OE-10). This indicator is a result vs. an operational expectation and aligns to the policy in regards to showing responsibility.* Remove R 4.5 **(Indicator 3):** Elementary and Intermediate Behaviors that Promote Learning **Target:** 80% of students will be marked proficient **(Indicator 4):** Middle School Behaviors that Promote Learning **Target:** 80% of students will be marked proficient. **(Indicator 5):** High School Behaviors that Promote Learning **Target:** 80% of students will be marked proficient. Add R 4.5 Indicator 3: 80% or more of students in grades 9-12 are involved in at least one extracurricular activity. Indicator 4: 80% or more of 9th-12th grade students in each subgroup are involved in at least one extracurricular activity.	

	Rationale: 1, 2 & 3 are a SEL competency grade book data point and has been discussed multiple times as being subjective because it is a student self-reflection at the upper levels and a subjective judgement from a teacher. Students will still learn about the SEL competencies and self reflect. A SEL curriculum being taught is an indicator addition in OE-11 (See below) Indicators 3 and 4 that are being added are being moved from OE-10 as they are a result of our students feeling connected.	
OE-10	Remove 10.1 (Indicator 3) 90% or more of students in grades 9-12 are involved in at least one extracurricular activity. (Indicator 4) 90% or more of 9th-12th grade students in each subgroup are involved in at least one extracurricular activity. Add 10.1 (Indicator 3) A comprehensive resource or scope and sequence for social-emotional learning is documented and aligned for 100% of the specified grade bands (4K, K-3, 4-6, and 9-12). *Rationale: We have removed the two indicators about extracurricular activities and moved them to R-4, as indicated above. We have then added an indicator that we have a comprehensive social-emotional learning scope and sequence 4K-12 as this supports all our students in learning and growing their social-emotional learning skills, which impacts their feelings about school and their learning.* **Remove** OE 10.2 (Indicator 3) 100% of buildings will share disaggregated discipline data with all staff four times per year. (Indicator 4) DAHS will maintain a lower percentage of students that are chronically absent than state average. (Indicator 5) The percentage of DAHS students that are chronically absent by subgroup will be proportional to the student population within 5%.	

	Rationale: Reporting of attendance percentages is a student result so indicators 4 and 5 were moved to a student result policy (R-4). Indicator 3 was moved to 10.3 (see below) as it better aligns to the 10.3's policy "Identify and address inequities and bias in disciplinary practices and learning environments" as this is how buildings are able to identify bias and develop plans to address any disproportionality." **Add 10.3** (Indicator 2) 100% of buildings will share disaggregated discipline data with all staff four times per year. *Rationale: This indicator is being brought down from 10.2 as it better aligns to 10.3's policy "Identify and address inequities and bias in disciplinary practices and learning environments" as this is how buildings are able to identify bias and develop plans and action steps to address any disproportionality."* **Remove 10.4** (Indicator 1) The student voice scores on the student engagement survey will be at a 3.00 or above for both the aggregate and all disaggregated subgroups in grades 4-12. Add 10.4 (Indicator 1) 100% of buildings will have a documented system in place to gather student voice to help shape the learning environment. *Rationale: We removed the student survey score because it's measuring student outcomes. We replaced it with the new indicator to correctly hold the administration accountable for building operational structures needed to include student voice in shaping the learning environment.*	
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 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

Remove

(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 2) A documented, multi-criteria process for identifying advanced learners K-12 is published and implemented annually.

Rationale: The previous indicators are a result that is measured in R-2 Numeracy. The additional indicator is an objective data piece aligned to compliance of the policy.

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.

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 indicator is an important compliance measure with the implementation of ACT 20 and the growth of our summer school program. 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.*	
OE-6 Financial Administration	6.6, Indicator 2 Indicator 2: The district's submission of the ~~PI-1505~~ WiSFip Annual Report is accepted by the Wisconsin Department of Public Instruction. 6.6, Indicator 3 Indicator 3: An independent auditor's submission of the ~~PI-1506 AC~~ WiSFip report is accepted by the Wisconsin Department of Public Instruction. *Rationale: PI has changed the PI-1505 Annual Report, the new report is the WiSFip Annual Report.*	March 9, 2026 **(DONE)**
OE-12 Facilities	12.2, Indicator 1 The Annual Budget Report will include projected capital projects that include information about life cycle ~~and projected cost~~.	March 9, 2026 **(DONE)**

	Rationale: Clarifying the name of the report and timing does not allow projected costs to be included in this report.	
OE-12 Facilities	12.3, Indicator 1 Indicator 1: A cost/benefit analysis is ~~presented~~ utilized for projects of $250,000 or more. *Rationale: The analysis is completed by the district administration and team used to make project decisions.*	March 9, 2026 **(DONE)**
OE-12 Facilities	12.6, Indicator 2 Indicator 2: 100% of use permit/requests are responded to within 15 days of the requested date ~~request.~~ *Rationale: Sometimes outside users request a space a year in advance. This change allows the district to focus on DASD student needs for space as a priority.*	March 9, 2026 **(DONE)**
R-2 Numeracy, Other Courses, Technology	2.2 Indicator 1 90% of students in grades 7th-12th grade will report that they consider the accuracy, perspective, and credibility of what they read online. *Rationale: We have established baseline so moving forward the recommendation is to use the indicator language above*	March 9, 2026 **(DONE)**
R-2 Numeracy, Other Courses, Technology	2.2 Indicator 2 90% of students in grades 7th-12th grade will report that they are careful about sharing information about themselves online. *Rationale: We have established baseline so moving forward the recommendation is to use the indicator language above*	March 9, 2026 **(DONE)**
OE-7	Currently:	November 24, 2025 **(DONE)**

	96% of technology maintenance requests are completed within the school year requested and the average completion time is under 90 days. 7.4 Indicator 3 consider removing the word "maintenance" Rationale: The word “maintenance” is not necessary because DASD names technology requests, just those words “technology requests”.	
OE-3	Add: under 3.3 C Indicator 4: The district responds to Public Records Requests following a defined process.	November 24, 2025 **(DONE)**
R-3	Currently: 3.2 Indicator 1: The Preparation Index Score will be at or above a 3.00 for both the aggregate, and all disaggregated subgroups. Proposed: The Preparation Index aggregate score will be at or above a 3.00 for 7th-12th grade students. The Preparation Index disaggregated scores will be at or above a 3.00 for 7th-12th grade students. *Rationale:* *Include the grade levels of the students. Create 2 indicators instead of 1 indicator. The scores being aggregated and disaggregated are two different things and they were lumped into one indicator.*	September 22, 2025 **(DONE)**
R-3	Currently: 3.3 Indicator 1 The Social Emotional Learning Index Score will be at or above a 3.00 for both the aggregate, and all disaggregated subgroups. Proposed:	September 22, 2025 **(DONE)**

	The Social Emotional Learning Index aggregate score will be at or above a 3.00 for 7th-12th grade students. The Social Emotional Learning Index disaggregated scores will be at or above a 3.00 for 7th-12th grade students. *Rationale:* *Include the grade levels of the students. Create 2 indicators instead of 1 indicator. The scores being aggregated and disaggregated are two different things and they were lumped into one indicator.*	
R-3	Currently: 3.3 Indicator 2 The Drive Index Score will be at or above a 3.00 for both the aggregate, and all disaggregated subgroups. Proposed: The Drive Index aggregate score will be at or above a 3.00 for 7th-12th grade students. The Drive Index disaggregated scores will be at or above a 3.00 for 7th-12th grade students. *Rationale:* *Include the grade levels of the students. Create 2 indicators instead of 1 indicator. The scores being aggregated and disaggregated are two different things and they were lumped into one indicator.*	September 22, 2025 **(DONE)**
R-3	Currently: 3.4 Indicator 2 The ACP Index Score will be at or above a 3.00 for both the aggregate, and all disaggregated subgroups. Proposed: The ACP Index aggregate score will be at or above a 3.00 for 7th-12th grade students. The ACP Index disaggregated scores will be at or above a 3.00 for 7th-12th grade students.	September 22, 2025 **(DONE)**

	Rationale: *Include the grade levels of the students. Create 2 indicators instead of 1 indicator. The scores being aggregated and disaggregated are two different things and they were lumped into one indicator.*	
R-4	Currently: **4.1 Indicator 1: a)** Student Engagement Survey: Connection Index: The Connectedness Index Score will be at or above a 3.00 for both the aggregate, and all disaggregated subgroups. Proposed: The Connectedness Index aggregate score will be at or above a 3.00 for 7th-12th grade students. The Connectedness Index disaggregated scores will be at or above a 3.00 for 7th-12th grade students. *Rationale:* *Include the grade levels of the students. Create 2 indicators instead of 1 indicator. The scores being aggregated and disaggregated are two different things and they were lumped into one indicator.*	September 22, 2025 **(DONE)**
R-4	Currently: 4.4 Indicator 1 Student Engagement Survey: Citizenship Index: The Citizenship Index Score will be at or above a 3.00 for both the aggregate, and all disaggregated subgroups. Proposed: The Citizenship Index aggregate score will be at or above a 3.00 for 7th-12 grade students. The Citizenship Index disaggregated scores will be at or above a 3.00 for 7th-12 grade students. *Rationale:*	September 22, 2025 **(DONE)**

	Include the grade levels of the students. Create 2 indicators instead of 1 indicator. The scores being aggregated and disaggregated are two different things and they were lumped into one indicator.	
R-4	Currently: 4.5 **Indicator 1:** Student Engagement Survey: Wellness Index: The Wellness Index Score will be at or above a 3.00 for both the aggregate, and all disaggregated subgroups. Proposed: The Wellness Index aggregate score will be at or above a 3.00 for 7th-12th grade students. The Wellness Index disaggregated scores will be at or above a 3.00 for 7th-12th grade students. *Rationale:* *Include the grade levels of the students. Create 2 indicators instead of 1 indicator. The scores being aggregated and disaggregated are two different things and they were lumped into one indicator.*	September 22, 2025 **(DONE)**
OE-10 Learning Environment	Current: 10.1 Indicator 1 Implement Student Engagement Survey to measure student connectedness, drive, citizenship, preparation, social and emotional aptitude, wellness, and academic and career planning. Over 90% of Kindergarten - 12th grade students will participate in the Student Survey. 10.1 Indicator 2 Implement Student Engagement Survey to measure student connectedness, drive, citizenship, preparation, social and emotional aptitude, wellness, and academic and career planning. Over 90% of Kindergarten - 12th grade students in subgroups will participate in the Student Survey. Proposed: **Indicator 1:** Implement Student Engagement Survey to measure student connectedness, drive, citizenship, preparation, social and emotional aptitude, wellness, and academic and career planning. Over 90% of 4th - 12th grade students will participate in the Student Survey.	September 22, 2025 **(DONE)**

	Indicator 2: Implement Student Engagement Survey to measure student connectedness, drive, citizenship, preparation, social and emotional aptitude, wellness, and academic and career planning. Over 90% of 4th - 12th grade students in subgroups will participate in the Student Survey. *Rationale:* *5K-3rd grade students will no longer take the engagement survey, due to inconsistencies with younger students. After follow up questions by staff with students that had low scores, the data was not always accurate because the students' interpretations of the questions were very literal (in the moment).*	
R-2 Literacy	Remove Indicator 5: ~~The percent of students that are on level or above level in Spring in Reading, as identified in the district assessment, will increase from the year before (overall percent of students K-8~~ Proposed Addition: 2.1, Indicator 5: The percentage of students within grade-level cohorts who are meeting or advanced on the state standardized test of Forward in Reading will maintain or increase from the previous year in grades 3-8. *Rationale: The BOE had a work session in February, 2025 where members shared an interest in knowing cohort (performance over the years with the same group of students) performance. Removing Indicator 5 is removing iReady as a measure for the monitoring reports. It will be used at the building level continuous improvement plans and will be provided to the BOE as an update mid year (progress monitoring).*	September 22, 2025 **(Done)**
R-2 Literacy	Proposed Addition: 2.1, Indicator 6: The percentage of students within grade-level cohorts who are meeting or advanced on PreACT Secure and ACT Reading will maintain or increase from the previous year in grades 9-11. *Rationale: The BOE had a work session in February, 2025 where members shared an interest in knowing cohort (performance over the years with the same group of students) performance.*	September 22, 2025 **(DONE)**

R-2 Numeracy & Other Courses & Technology	Remove Indicator 5: ~~The percent of students that are on level or above level in Spring in Math, as identified in the district assessment, will increase from the year before (overall percent of students K-8).~~ Proposed Addition: The percentage of students within grade-level cohorts who are meeting or advanced on the state standardized test of Forward in math will maintain or increase from the previous year in grades 3-8. *Rationale: The BOE had a work session in February, 2025 where members shared an interest in knowing cohort (performance over the years with the same group of students) performance. Removing Indicator 5 is removing iReady as a measure for the monitoring reports. It will be used at the building level continuous improvement plans and will be provided to the BOE as an update mid year (progress monitoring).*	September 22, 2025 **(DONE)**
R-2 Numeracy & Other Courses & Technology	2.1, Indicator 6: The percentage of students within grade-level cohorts who are meeting or advanced on PreACT Secure and ACT in Math will maintain or increase from the previous year in grades 9-11. *Rationale: The BOE had a work session in February, 2025 where members shared an interest in knowing cohort (performance over the years with the same group of students) performance.*	September 22, 2025 **(DONE)**
R-2 Numeracy & Other Courses & Technology	Remove 2.2 Indicator 1: 90% of students in grades 5-8 will rate their technology skills as being similar or better than their peers. Remove 2.2 Indicator 2: 95% of students in grades 5 through 8 will report that they use digital tools for learning. Proposed: __(baseline)__% of students in grades 7th-12th grade will report that they consider the accuracy, perspective, and credibility of what they read online. __(baseline)_% of students in grades 7th-12th grade will report that they are careful about sharing information about themselves online.	September 22, 2025 **(DONE)**

	Rationale: These technology indicators are updated and more reflective of what the policy states. We measured these last year and included them in the monitoring report-appendix in 2024.	
OE-8	**8.1 Currently: Indicator 2:** By the end of July of each year, the Board finds the district "in compliance" or "compliance with noted exceptions" with 10 of 12 OE policies. Change to: By the end of ~~July of~~ each year, the Board finds the district "in compliance" or "compliance with noted exceptions" with 9 of 11 monitored OE policies. *Rationale: There are only 11 OE's that have monitoring reports.*	September 22, 2025 **(DONE)**
OE-3	**3.2 Currently: Indicator 2:** 100% of formal, written complaints filed are investigated and resolved according to Wisconsin State Law. Change to: 100% of formal, written complaints filed are investigated and resolved in accordance with applicable state and federal laws and/or district policies. *Rationale: We need the indicator to reflect more than WI State Law.*	September 22, 2025 **(DONE)**
OE-9	**9.1, Indicator 2**: DELETE Current: The District maintains an online presence (i.e., website and social media). *Rationale: Eliminate because it is combined into the indicator proposed below.*	September 22, 2025 **(DONE)**
OE-9	**9.1, Indicator 3**: Current: The District regularly disseminates news to families and other community groups. **This would become 9.1., Indicator 2:** Proposed: In accordance with the District communication plan, the District communicates strategically and in a timely way through a variety of methods in order to build public understanding and support. *Rationale: The district communication plan will include a comprehensive mix of news and ways to tell the district's story in multiple platforms including an online presence.*	September 22, 2025 **(DONE)**

OE-10	**10.7 Currently Indicator 3:** The Athletics and Activities code of conduct is reviewed annually with coaches and signed by 100% of students' families. Change to The Athletics and Activities Code of Conduct is reviewed annually with coaches and signed by 100% of Athletes & Athletes' parents/guardians. *Rationale: DASD can not guarantee that all students in all activities sign the Athletics and Activities Code of Conduct because of the flow of students in activities (ie. FFA automatically has every student in Agricultural Sciences class in FFA), however DASD can guarantee that all Athletes sign the Code of Conduct. All other school sponsored activities will be covered by the Student/Family Handbook that all families sign during the registration process.*	June 09, 2025 **(DONE)**
OE-4	**4.1 Indicator 1:** Recruitment efforts include a range of strategic actions to reach a broad population of potential candidates for employment. **4.3 Indicator 5:** The district regularly reviews and is in compliance with all components of the Nondiscrimination and Equal Employment Opportunity policies. **4.6 Indicator 4:** Employee survey results demonstrate a rating within 0.2 or above the peer comparison rating (on a scale of 5.0) on the Staff Survey for, "I have training and support to work with students from different backgrounds". *Explanation: Indicators remained the same, but relocated within the monitoring report from former policy 4.2.*	July 28, 2025 **(DONE)**
OE-4	**4.2 Indicator 2:** The district will retain and work to increase the racial/ethnic diversity in the makeup of staff. *Explanation: Indicator removed.*	July 28, 2025 **(DONE)**
OE-4	**4.7 Indicator 3:** Employee survey results demonstrate a rating within 0.2 ~~rate (2023-24 baseline rating)~~ or above the peer comparison rating (on a scale of 5.0) on the Staff Survey for, "I have opportunities for training/professional development to improve my work." (Starting w/ 25-26 report, now **4.6, Indicator 3.**) *Rationale: Defining annual benchmark using peer comparison rating rather than arbitrary fixed number*	July 28, 2025 **(DONE)**
OE-4	**4.9 Indicator 2:** Employee survey results demonstrate a rating within 0.2 ~~rate (2023-24 baseline rating)~~ or above the peer comparison rating (on a scale of 5.0) on the Staff Survey for, "In the last	July 28, 2025 **(DONE)**

	year, I received useful feedback to help improve my work." (Starting w/ 25-26 report, now **4.8, Indicator 2.**) *Rationale: Defining annual benchmark using peer comparison rating rather than arbitrary fixed number*	
OE-4	**4.2 Indicator 4:** Employee survey results demonstrate a rating within 0.2 or above the peer comparison rating (on a scale of 5.0) on the Staff Survey for, "I have training and support to work with students from different backgrounds". (Starting w/ 25-26 report, now **4.6, Indicator 4.**) *Rationale: Add an indicator measuring how well we are preparing staff to work with all students*	March 17, 2025 **(DONE)**
OE-4	**4.4 Indicator 1:** Employee survey results demonstrate a rating ~~of (2023-24 baseline data)~~ within 0.2 or above the peer comparison rating (on a scale of 5.0) on the Staff Survey for, "I have healthy working relationships with my coworkers". (Starting w/25-26 report, now **4.3, Indicator 1.**) *Rationale: Defining annual benchmark using peer comparison rating rather than arbitrary fixed number*	March 17, 2025 **(DONE)**
OE-4	**4.4 Indicator 3:** Employee survey results demonstrate a rating within 0.2 or above the peer comparison rating ~~average of other school districts~~ (on a scale of 5.0) on the Staff Survey for overall averaged index rating. (Starting w/25-26 report, now **4.3, Indicator 3.**) *Rationale: Use term "peer comparison rating" to align with other indicators rather than "average of other school districts"*	March 17, 2025 **(DONE)**
OE-4	**4.5 Indicator 3:** Employee survey results demonstrate a rating within 0.2 ~~rate (2023-24 baseline rating)~~ or above the peer comparison rating (on a scale of 5.0) on the Staff Survey for, "The District seeks input from a broad group of staff members." (Starting w/25-26 report, now **4.4, Indicator 3.**) *Rationale: Defining annual benchmark using peer comparison rating rather than arbitrary fixed number*	March 17, 2025 **(DONE)**
OE-4	**4.9 Indicator 4:** Employee survey results demonstrate a rating within 0.2 ~~rate (2023-24 baseline rating)~~ or above the peer comparison rating (on a scale of 5.0) on the Staff Survey for, "I am recognized when I do a good job." (Starting w/25-26 report, now **4.8, Indicator 3.**)	March 17, 2025

	Rationale: Defining annual benchmark using peer comparison rating rather than arbitrary fixed number	
OE-4	**4.10 Indicator 9:** Employee survey results demonstrate a rating within 0.2 ~~rate (2023-24 baseline rating)~~ or above the peer comparison rating (on a scale of 5.0) on the Staff Survey for, "The District's pay practices are fair." (Starting w/25-26 report, now **4.9, Indicator 9.**) *Rationale: Defining annual benchmark using peer comparison rating rather than arbitrary fixed number*	March 17, 2025 **(DONE)**
OE-12.2	**Interpretation:** The Board values being a good steward of the district's money. The total costs associated with a capital project over its entire lifespan, not just the initial investment or construction costs are areas that are considered. This includes ongoing expenses . **Capital decisions:** Large capital expenditures (over $250,000) to include things like roof, boilers, chillers, lighting, etc. **Expenses:** maintenance, repairs, energy consumption, and eventual decommissioning or replacement. Proposed Indicator: The Annual Report will include projected capital projects that include information about life cycle and projected cost. Evidence: Report that is included in the Annual Meeting that reflects the capital maintenan plan. (This report will be presented during budget parameter presentations.)	February 10, 2025 **(DONE)**
R-2 Numeracy, Courses, Tech	R.2.2 Indicators 1 & 2 Indicator 1: 90% of students in grades 7th-12th grade will agree or strongly agree with the following statement on the student engagement survey: I am careful about sharing information about myself online Indicator 2: 90% of students in grades 7th-12th grade will agree or strongly agree with the following statement on the student engagement survey:	December 9, 2024 **(DONE)**

	I consider the accuracy, perspective and credibility of what I read online. *Rationale:These questions on the student engagement survey better match the language in the policy*	
R-2 Literacy	Indicator changes: Literacy Indicator 5: The percent of students that are on level or above level in Spring in Reading, as identified in the district assessment, will increase from the year before (overall percent of students K-8). ○ Change to grades 4-8 Literacy Indicator 6: The percent of students that are on level or above level in Spring in Reading, as identified in the district assessment, will increase from the year before in all subgroups (overall percent of students K-8). ○ Change to grades 4-8 Indicator additions: Indicator 7: The percent of students that are average or above average in Spring in Reading, as identified in the state assessment of aimswebPlus, will exceed ___%. (percent of students in each grade K-3-Baseline score) Indicator 8: The percent of students that are average or above average in Spring in Reading, as identified in the state assessment of aimswebPlus, will exceed ___% in all subgroups. (percent of students in each grade K-3-Baseline score)	November 25, 2024 **(DONE)**
OE-7	Indicator Revisions: 7.3 The superintendent will protect intellectual property, information, files, records and fixed assets from loss or significant damage. Recommendation to remove existing indicators and replace with the following: Indicator 1: The district has implemented and executes a process for regularly backing up the district's digital data. Indicator 2: The district has in place a security access protocol that limits user access to sensitive and financial information Indicator 3: The district has implemented Data Loss Prevention measures to monitor and prevent unauthorized sharing or transfer of district information and data. Indicator 4: The district equips buildings with and maintains surveillance cameras, alarms, and secure locks to protect physical assets and deter unauthorized access or potential damage.	November 11, 2024 **(DONE)**

	7.4 The Superintendent may not: Allow facilities and equipment to be subject to improper use or insufficient maintenance. Recommending replacing Indicator 1, and adding Indicator 2 and renaming Indicator 2 to indicator 3. Indicator 1. The district tracks vandalism and misuse of facilities and equipment. Indicator 2. The district performs annually scheduled facility inspections to monitor conditions of facilities, equipment, and ensure maintenance issues are addressed in a timely fashion	
OE-8	Remove: 8.11, Indicator 2: Board annual review of OE-11 Instructional Program. *Rationale: Redundant and covered elsewhere.*	September 23, 2024 **(DONE)**
R-3 & R-4	**Add:** 3.1, Indicator 2: The district average scores in writing from the ACT for Grade 11 will exceed the statewide average composite score in writing for all students. 3.1,Indicator 3: The district average scores in writing from the Forward Exam for Grade 8 will exceed the statewide average composite score in writing for all students. **Revise:** 3.4, Indicator 1: 100% of students in 8th & 10th grades have an Academic & Career Plan (ACP) in place. **Remove:** 3.4, Indicator 2: 100% of 10th grade students will have developed a course outline through graduation that aligns with their Academic & Career Plan (ACP) Revise: 4.1, Indicator 1: a) Student Engagement Survey: Connection Index: The Connectedness Index Score will be at or above a 3.00 for both the aggregate and all disaggregated subgroups. ~~b) Youth Risk Behavior Survey (YRBS) -~~ ~~School Connectedness~~ 4.2, 4.3, Indicators 1 - Add “intermediate”, replace *Social Competence* with *Emotional*	July 22, 2024 **(DONE)**

	Development in all areas of report 4.4 - Add indicators: Indicator 1: Student Engagement Survey: Citizenship Index: The Citizenship Index Score will be at or above a 3.00 for both the aggregate and all disaggregated subgroups. Indicator 2: High School Civics Exam: Core Questions: 100% of students not exempted and eligible to graduate with their class will pass the Civics Exam. 4.5 - Add indicator: Indicator 1: Student Engagement Survey: Wellness Index:The Wellness Index Score will be at or above 3.00 for both the aggregate and all disaggregated subgroups. Indicator 2: Add “intermediate” 4.6 - Revision Indicator 1: ~~a) Student survey- School Perceptions: Wellness Index: The Wellness Index Score will be at or above a 3.00 for both the aggregate and all disaggregated subgroups. b) Students who self report having exercised 4-7 days in the past week on the YRBS.~~ 80%of DASD graduates will complete at least 25 hours of Community Service by the end of their Senior year (within the 4 years). Remove: Indicator 2: ~~a) Student Discipline Data: Bullying: Major referrals in the bullying group will decrease from the previous school year. b) Youth Risk Behavior Survey (Students who self-reported having experienced bullying at school during the past 12 months.~~ *Rationale: Not needed, OE-10 measures In School Suspensions and Out of School Suspensions*	