

VisionCard A1: ALL Student Learning Scorecard

	WT (%)	Measures	WT (%)	LEVEL 01 More Concern (1.0 – 1.9)	LEVEL 02 Concern (2.0 – 2.9)	LEVEL 03 Progress Needed (3.0 – 3.9)	LEVEL 04 Progress (4.0-4.9)	LEVEL 05 Vision (5.0)	Score	Trend line		
G R O W T H	40 %	1. <u>NWEA MAP Growth</u> Math by Grade	40 %	< 40% of students meet/exceed expected growth (i.e. <u>RIT target</u>)	41 - 49% of students meet/exceed expected growth (i.e. <u>RIT target</u>)	50-60% of students meet/exceed expected growth (i.e. <u>RIT target</u>)	61-69% of students meet/exceed expected growth (i.e. <u>RIT target</u>)	> 70% of students meet/exceed expected growth (i.e. <u>RIT target</u>)	TBD			
			GR %		GR 2 47	GR 7 51	GR 3 53	GR 9 56	GR 8 61	GR 6 65	GR 4 71	GR 5 76
		2. <u>NWEA MAP Growth</u> Reading by Grade	40 %	< 40% of students meet/exceed expected growth (i.e. <u>RIT target</u>)	41 - 49% of students meet/exceed expected growth (i.e. <u>RIT target</u>)	50-60% of students meet/exceed expected growth (i.e. <u>RIT target</u>)	61-69% of students meet/exceed expected growth (i.e. <u>RIT target</u>)	> 70% of students meet/exceed expected growth (i.e. <u>RIT target</u>)	TBD			
			GR %	GR 2 30	GR 3 40	GR 4 46	GR 9 48	GR 6 52	GR 7 54	GR 8 55	GR 5 56	
		3. <u>GOMs-AIMSWEB</u> Reading Curriculum-based measures	10 %	Mean District ROI less than Mean National ROI by >1 Unit(s)	Mean District ROI less than Mean National ROI by .1 to .9 Unit	Mean District ROI equal Mean National ROI	Mean District ROI greater than Mean National ROI by .1 to .9 Unit	Mean District ROI greater than Mean National ROI by >1 Unit(s)	TBD			
			GR		GR K	GR 1	GR 5	GR 6	GR 2 2	GR 3 3	GR 4 4	
		4. <u>GOMs-AIMSWEB</u> Math Curriculum-based measures	10 %	Mean District ROI less than Mean National ROI by >1 Unit(s)	Mean District ROI less than Mean National ROI by .1 to .9 Unit	Mean District ROI equal Mean National ROI	Mean District ROI greater than Mean National ROI by .1 to .9 Unit	Mean District ROI greater than Mean National ROI by >1 Unit(s)				
			GR		GR 3	GR 4	GR K	GR 1	GR 2	GR 5	GR 6	
P R O F I C	20 %	5. <u>MCA II/MTAS</u> Reading Scores by grade level	34%	< 40 % of students meet/exceed expected <u>proficiency</u>	40 - 59% of students meet/exceed expected proficiency	60 - 79% of students meet/exceed expected proficiency	80 - 95% of students meet/exceed expected proficiency	> 95% of students meet/exceed expected proficiency	TBD			
			GR %		GR 7 58		GR 8 60	GR4 72	GR 5 64	GR 6 64	GR 10 68	GR 3 71

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I E N C Y	33%	6. <u>MCA II/</u> MTELL/MTAS Math Scores by grade level	33%	< 40 % of students meet/exceed proficiency	40 - 59% of students meet/exceed proficiency	60 - 79% of students meet/exceed proficiency			80 - 95% of students meet/exceed proficiency	> 95% of students meet/exceed proficiency	TBD
				GR %	GR 11 34	GR 8 49	GR 7 53	GR 6 58	GR 5 61	GR 4 67	GR 3 75
	33%	7. <u>MCA-II/</u> MTAS Science Scores by grade level	33%	< 40 % of students meet/exceed proficiency	40 - 59% of students meet/exceed proficiency	60 - 79% of students meet/exceed proficiency			80 - 95% of students meet/exceed proficiency	> 95% of students meet/exceed proficiency	TBD
				GR %		GR 8 40	GR 5 43	HS 44			
C A P S I O N E	10%	8. <u>EXPLORE</u> and PLAN Scores	10%	< 30% of students in the top quartile	31% to 40% of students in the top quartile	41% to 50% of students in the top quartile			51% to 60% of students in the top quartile	> 61% of students in the top quartile	TBD
				GR 8 EXPLORE 28	GR 10 PLAN 32						
	10%	9. <u>ACT</u> – Benchmark Scores	10%	< 30% of students meeting all four of the benchmark scores	31% to 40% of students meeting all four of the benchmark scores	41% to 50% of students meeting all four of the benchmark scores			51% to 60% of students meeting all four of the benchmark scores	> 61% of students meeting all four of the benchmark scores	TBD
				GR 11, 12 31							
20%	10. <u>MN Grad Tests:</u> GRAD Writing GRAD Reading GRAD Math	20% 20% 20%	20% 20% 20%	< 60 % passage on first attempt	60 – 69 % passage on first attempt	70 – 79 % passage on first attempt			80 – 89 % passage on first attempt	> 90 % passage on first attempt	TBD
				Math 54.34		Reading 71.34			Writing 85.3		

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		11. Percent of HS students on-track with credit requirements	10 %	< than 75 %	75 - 79 %	80 - 84 %	85 - 89 %	> 90 %	TBD	
		12. <u>Advanced Placement</u> scores for college credit	10%	Up to 40% of students scoring a 3 or higher in AP courses	41% to 50% of students scoring a 3 or higher in AP courses	51% to 60% of students scoring a 3 or higher in AP courses	61% to 70% of students scoring a 3 or higher in AP courses	>71% of students scoring a 3 or higher in AP courses	TBD	
			%				68.8			
		13. Number of unduplicated students who participate in <u>AP</u> Courses	10%	Up to 10% of 9-12 student population	11% - 39% of 9-12 student population	40% - 69% of 9-12 student population	70% - 89% of 9-12 student population	> 90% of 9-12 student population		
A T T	20 %	14. All day – every day K – 12 attendance	100 %	< 70 % all day – every day attendance rate	70 - 74 % all day – every day attendance rate	75 - 79 % all day – every day attendance rate	80 - 84 % all day – every day attendance rate	> 85 % all day – every day attendance rate	TBD	
Weighted Score									TBD	

VisionCard A2: Equity

Measures	WT (%)	LEVEL 01 More Concern (1.0 – 1.9)	LEVEL 02 Concern (2.0 – 2.9)	LEVEL 03 Progress Needed (3.0 – 3.9)	LEVEL 04 Progress (4.0-4.9)	LEVEL 05 Vision (5.0)	Score	Trend line
1. Reading Achievement by AYP Student group	5%	< 40% of all student groups make AYP	41-59% of all student groups make AYP	51-69% of all student groups make AYP	61-79% of all student groups make AYP	> 80% of all student groups make AYP		
2. Mathematics Achievement by AYP Student group	5%	< 40% of all student groups make AYP	41-59% of all student groups make AYP	51-69% of all student groups make AYP	61-79% of all student groups make AYP	> 80% of all student groups make AYP		
3. Perception of Welcoming, Safety and Belonging – Secondary Students: % under-representation of students of color and poverty	10 %	> 20 % under-representation of students of color and poverty	16-20 % under-representation of students of color and poverty	11-15 % under-representation of students of color and poverty	6-10 % under-representation of students of color and poverty	< 5 % under-representation of students of color and poverty	TBD	
4. Discipline incidents leading to suspensions: % over-representation of students of color and poverty	10 %	> 20 % over-representation of students of color and poverty	16-20 % over-representation of students of color and poverty	11-15 % over-representation of students of color and poverty	6-10 % over-representation of students of color and poverty	< 5 % over-representation of students of color and poverty	TBD	
5. Participation in AP and Honor Classes: % under-representation of students of color and poverty	10 %	> 20 % under-representation of students of color and poverty	16-20 % under-representation of students of color and poverty	11-15 % under-representation of students of color and poverty	6-10 % under-representation of students of color and poverty	< 5 % under-representation of students of color and poverty	TBD	
6. Special Education Referrals: % over-representation of students of color and poverty	10 %	> 20 % over-representation of students of color and poverty	16-20 % over-representation of students of color and poverty	11-15 % over-representation of students of color and poverty	6-10 % over-representation of students of color and poverty	< 5 % over-representation of students of color and poverty	TBD	
7. Gifted and Talented Identification and Referral: % under-representation of students of color and poverty	10 %	> 20 % under-representation of students of color and poverty	16-20 % under-representation of students of color and poverty	11-15 % under-representation of students of color and poverty	6-10 % under-representation of students of color and poverty	< 5 % under-representation of students of color and poverty	TBD	
8. Participation in Extracurricular Activities: % under-representation of students of color and poverty	10 %	> 20 % under-representation of students of color and poverty	16-20 % under-representation of students of color and poverty	11-15 % under-representation of students of color and poverty	6-10 % under-representation of students of color and poverty	< 5 % under-representation of students of color and poverty	TBD	

VisionCard A2: Equity

Measures	WT (%)	LEVEL 01 More Concern (1.0 – 1.9)	LEVEL 02 Concern (2.0 – 2.9)	LEVEL 03 Progress Needed (3.0 – 3.9)	LEVEL 04 Progress (4.0-4.9)	LEVEL 05 Vision (5.0)	Score	Trend line
9. Perception of Welcoming, Safety and Belonging – Parents: % under-representation of students of color and poverty	10 %	> 20 % under-representation of students of color and poverty	16-20 % under-representation of students of color and poverty	11-15 % under-representation of students of color and poverty	6-10 % under-representation of students of color and poverty	< 5 % under-representation of students of color and poverty	TBD	
10. Staffing Diversity: Increase the % of staff of color as compared to district student demographics.	10 %	> 20 % under-representation of students of color	16-20 % under-representation of students of color	11-15 % under-representation of students of color	6-10 % under-representation of students of color	< 5 % under-representation of students of color	TBD	
11. Inclusive Curriculum	10 %	50% to 59% of students recognize and licensed staff teach standards that honor and integrate the culture and history of all students	60% to 69% of students recognize and licensed staff teach standards that honor and integrate the culture and history of all students	70% to 79% of students recognize and licensed staff teach standards that honor and integrate the culture and history of all students	80% to 89% of students recognize and licensed staff teach standards that honor and integrate the culture and history of all students	> 90% of students recognize and licensed staff teach standards that honor and integrate the culture and history of all students		
Weighted Score TBD								

VisionCard A3: Curriculum & Instruction

Measures	WT (%)	LEVEL 01 More Concern (1.0 – 1.9)	LEVEL 02 Concern (2.0 – 2.9)	LEVEL 03 Progress Needed (3.0 – 3.9)	LEVEL 04 Progress (4.0-4.9)	LEVEL 05 Vision (5.0)	Score	Trend line
1. Delivery of State Standards	20 %	< 70 % of teachers deliver the standards as observed by a <u>Learning Walk</u>	70 - 79 % of teachers deliver the standards as observed by a Learning Walk	80 - 89 % of teachers deliver the standards as observed by a Learning Walk	90 - 99 % of teachers deliver the standards as observed by a Learning Walk	100 % of teachers deliver the standards as observed by a Learning Walk	TBD	
2. E – 12 core curriculum mapping and pacing guides are utilized for all subject areas	15 %	< 20 % of faculty utilize the curriculum maps and pacing guides	20 -39 % of faculty utilize the curriculum maps and pacing guides	40 - 69 % of faculty utilize the curriculum maps and pacing guides	70 - 99% of faculty utilize the curriculum maps and pacing guides	100 % of faculty utilize the curriculum maps and pacing guides	TBD	
3. Evidence of Best Practice in Classroom Instruction 1. Differentiation of learning 2. Vocabulary across content areas 3. Similarities and Differences 4. Summarizing/Note Taking 5. Co teaching	30 %	< 70 % of classrooms are assessed to employ the signs of best practice in the classroom	70 - 79 % of classrooms are assessed to employ the signs of best practice in the classroom	80 - 89 % of classrooms are assessed to employ the signs of best practice in the classroom	90 - 99 % of classrooms are assessed to employ the signs of best practice in the classroom	100 % of classrooms are assessed to employ the signs of best practice in the classroom	TBD	
4. Learning Cohorts use data to monitor student progress and improve instruction	20 %	< 70% of faculty use data to monitor and improve student learning	70-79% of faculty use data to monitor and improve student learning	80-89% of faculty use data to monitor and improve student learning	90-99% of faculty use data to monitor and improve student learning	100% of faculty use data to monitor and improve student learning	TBD	
5. Professional learning at school level is observed in teacher practice via principal observations; formal Learning Walks	15 %	< 70 % of teachers engaging in professional learning skill and knowledge development are observed to be effectively applying learning	70 – 79 % of teachers engaging in professional learning skill and knowledge development are observed to be effectively applying learning	80 - 89 % of teachers engaging in professional learning skill and knowledge development are observed to be effectively applying learning	90 – 99 % of teachers engaging in professional learning skill and knowledge development are observed to be effectively applying learning	100% of teachers engaging in professional learning skill and knowledge development are observed to be effectively applying learning	TBD	
Weighted Score							TBD	

VisionCard B: Financial Oversight and Resource Stewardship								
Measures What is our levy compared to. . .	WT (%)	LEVEL 01 More Concern (1.0 – 1.9)	LEVEL 02 Concern (2.0 – 2.9)	LEVEL 03 Progress Needed (3.0 – 3.9)	LEVEL 04 Progress (4.0-4.9)	LEVEL 05 Vision (5.0)	Score	Trend line
1. Operating levy in comparison to identified districts as compared by the following: Curriculum offerings, size, demographics, community makeup and programming (curricular/extra-curricular) overall return on spending index	15 %	Lower quartile of comparable cohort group	Lower half of comparable cohort group	Top half of comparable cohort group	Top quartile of comparable cohort group	Top quintile of comparable cohort group		
2. Annual Variation from established budgets: all schools and departments spend within our means	15 %	+ .1/- 1.0 % or greater budget totals and major categories	+ .1/- .8 % budget totals and major categories	+ .1/- .6 % budget totals and major categories	+ .1/- .4 % budget totals and major categories	+ .1/- .2 % budget totals and major categories		
3. General Fund Unreserved Balance	15 %	< 2 % General Fund Balance	2 - 3% of General Fund	4 - 5% of General Fund	6 - 7 % of General Fund	8% + of General Fund		
4. Space and Facilities meet the students' needs	15 %	< 60 % of surveyed administrators, parents and staff are satisfied to highly satisfied	60 - 69 % of surveyed administrators, parents and staff are satisfied to highly satisfied	70 - 79 % of surveyed administrators, parents and staff are satisfied to highly satisfied	80 - 89 % of surveyed administrators, parents and staff are satisfied to highly satisfied	>90 % of surveyed administrators, parents and staff are satisfied to highly satisfied		
5. Facilities and Grounds Service meet the curricular and extracurricular needs of students, parents and staff	15 %	< 60 % of surveyed administrators, parents and staff are satisfied to highly satisfied	60 - 69 % of surveyed administrators, parents and staff are satisfied to highly satisfied	70 - 79 % of surveyed administrators, parents and staff are satisfied to highly satisfied	80 - 89 % of surveyed administrators, parents and staff are satisfied to highly satisfied	>90 % of surveyed administrators, parents and staff are satisfied to highly satisfied		
6. Transportation Services meet the students' needs	15 %	< 60 % of surveyed administrators, parents and staff are satisfied to highly satisfied	60 - 69 % of surveyed administrators, parents and staff are satisfied to highly satisfied	70 - 79 % of surveyed administrators, parents and staff are satisfied to highly satisfied	80 - 89 % of surveyed administrators, parents and staff are satisfied to highly satisfied	>90 % of surveyed administrators, parents and staff are satisfied to highly satisfied		

VisionCard B: Financial Oversight and Resource Stewardship

Measures What is our levy compared to. . .	WT (%)	LEVEL 01 More Concern (1.0 – 1.9)	LEVEL 02 Concern (2.0 – 2.9)	LEVEL 03 Progress Needed (3.0 – 3.9)	LEVEL 04 Progress (4.0-4.9)	LEVEL 05 Vision (5.0)	Score	Trend line
7. Technology Plan meets the needs of staff and students		< 60 % of surveyed administrators, parents and staff are satisfied to highly satisfied	60 - 69 % of surveyed administrators, parents and staff are satisfied to highly satisfied	70 - 79 % of surveyed administrators, parents and staff are satisfied to highly satisfied	80 - 89 % of surveyed administrators, parents and staff are satisfied to highly satisfied	>90 % of surveyed administrators, parents and staff are satisfied to highly satisfied		
Weighted Score TBD								

VisionCard C: Aligning and improving systems & structures to move towards our vision										
	Wt %	Measures	Wt (%)	LEVEL 01 More Concern (1.0 – 1.9)	LEVEL 02 Concern (2.0 – 2.9)	LEVEL 03 Progress Needed (3.0 – 3.9)	LEVEL 04 Progress (4.0-4.9)	LEVEL 05 Vision (5.0)	Score	Trend line
P R O C E S S	30 %	1. Satisfaction of Staff regarding Decision Processes and Communications in either building or district	60 %	< 55 % of staff surveyed are satisfied to highly satisfied	55 - 59 % of staff surveyed are satisfied to highly satisfied	60 - 64 % of staff surveyed are satisfied to highly satisfied	65 - 69 % of staff surveyed are satisfied to highly satisfied	> 70 % of staff surveyed are satisfied to highly satisfied		
		2. Collaboration across subject and/or grade levels is occurring in Learning Cohorts	40 %	< 60% of licensed staff surveyed are actively engaged	60 - 69 % of licensed staff surveyed are actively engaged	70 - 79 % of licensed staff surveyed are actively engaged	80 - 89 % of licensed staff surveyed are actively engaged	> 90 % of licensed staff surveyed are actively engaged		
S Y S T E M S	30 %	3. Consistent and effective use of Viewpoint data base in planning and prioritization by licensed staff	20 %	< 40% of licensed staff surveyed are actively engaged	40 - 49 % of licensed staff surveyed are actively engaged	50 - 59 % of licensed staff surveyed are actively engaged	60 - 69 % of licensed staff surveyed are actively engaged	> 70% of licensed staff surveyed are actively engaged		
		4. Quantifiable SMART individual professional development goals for all licensed staff are met	30 %	< 70% of licensed staff successfully complete professional development goals annually	70 - 74 % of licensed staff successfully complete professional development goals annually	75 - 79 % of licensed staff successfully complete professional development goals annually	80 - 84 % of licensed staff successfully complete professional development goals annually	> 85% of licensed staff successfully complete professional development goals annually		
		5. PBIS Measure	30 %	> 60% of all student groups meet/exceed expected target	60-64% of all student groups meet/exceed expected targets	65-69% of all student groups meet/exceed expected targets	70-74% of all student groups meet/exceed expected targets	> 75 % of all student groups meet/exceed expected targets		
		6. Response to Instruction (RTI) is used by licensed staff	20 %	> 75 % of licensed staff appraised to be effectively using RTI	75 - 79 % of licensed staff appraised to be effectively using RTI	80 - 85 % of licensed staff appraised to be effectively using RTI	85 - 89 % of licensed staff appraised to be effectively using RTI	> 90 % of licensed staff appraised to be effectively using RTI		

VisionCard C: Aligning and improving systems & structures to move towards our vision

	Wt %	Measures	Wt (%)	LEVEL 01 More Concern (1.0 – 1.9)	LEVEL 02 Concern (2.0 – 2.9)	LEVEL 03 Progress Needed (3.0 – 3.9)	LEVEL 04 Progress (4.0-4.9)	LEVEL 05 Vision (5.0)	Score	Trend line
S T R U C T U R E	40 %	7. Administrators give consistent interventions to improve underperforming staff professional performance in a clear, consistent and timely manner within policy and contractual agreements	30 %	< 0% of the time building administrators will successfully complete the improvement process for underperforming staff	10 - 29 % of the time building administrators will successfully complete the improvement process for underperforming staff	30 - 39 % of the time building administrators will successfully complete the improvement process for underperforming staff	40 - 49 % of the time building administrators will successfully complete the improvement process for underperforming staff	>50% of the time building administrators will successfully complete the improvement process for underperforming staff		
		8. Alignment of School Improvement Plans to <u>Visioncards</u> and <u>Strategic Roadmap</u>	40 %	< 75% of SIP goals are directly aligned with Visioncards	75 - 79 % of SIP goals are directly aligned with Visioncards	80 - 84 % of SIP goals are directly aligned with Visioncards	85 - 89 % of SIP goals are directly aligned with Visioncards	> 90% of SIP goals are directly aligned with Visioncards		
		9. Calendar and Schedules have optimal design for student learning - Learning minutes - Grade level configurations - Alignment to Visioncard A	30 %	< 40% teachers and administrators surveyed rate high alignment	40 - 49 % of teachers and administrators surveyed rate high alignment	50 - 59 % of teachers and administrators surveyed rate high alignment	60 - 69 % of teachers and administrators surveyed rate high alignment	> 70% of teachers and administrators surveyed rate high alignment		
Weighted Score TBD										

<p align="center">VisionCard D: Developing partnership processes & capacity to address the practices, transparency and collaboration between the adults</p>								
Measures	WT (%)	LEVEL 01 More Concern (1.0 – 1.9)	LEVEL 02 Concern (2.0 – 2.9)	LEVEL 03 Progress Needed (3.0 – 3.9)	LEVEL 04 Progress (4.0-4.9)	LEVEL 05 Vision (5.0)	Score	Trend line
1. Parent satisfaction with communication regarding learning and student achievement (conferencing, electronic feedback loop; climate survey)	10 %	< 65% of parents surveyed are satisfied to highly satisfied	65 - 69 % of parents surveyed are satisfied to highly satisfied	70 - 74 % of parents surveyed are satisfied to highly satisfied	75 - 79 % of parents surveyed are satisfied to highly satisfied	> 80% of parents surveyed are satisfied to highly satisfied		
2. Community partnerships with District improve student learning and development	10 %	< 40% of identified district and school partnership needs are fulfilled annually	40 – 49 % of identified district and school partnership needs are fulfilled annually	50 – 59 % of identified district and school partnership needs are fulfilled annually	60 – 69 % of identified district and school partnership needs are fulfilled annually	> 70% of identified district and school partnership needs are fulfilled annually		
3. Community satisfaction and participation in decision making processes	15 %	< 55% of community surveyed are satisfied to highly satisfied	55 - 59 % of community surveyed are satisfied to highly satisfied	60 - 64 % of community surveyed are satisfied to highly satisfied	65 - 69 % of community surveyed are satisfied to highly satisfied	> 70 % of community surveyed are satisfied to highly satisfied		
4. Staff satisfaction and participation in decision making process	15 %	< 55% of staff surveyed are satisfied to highly satisfied	55 - 59 % of staff surveyed are satisfied to highly satisfied	60 - 64 % of staff surveyed are satisfied to highly satisfied	65 - 69 % of staff surveyed are satisfied to highly satisfied	> 70% of staff surveyed are satisfied to highly satisfied		
5. Collective bargaining agreement processes reflect <u>Core Values</u> of the District	20 %	< 50% of staff represented surveyed believe the Core Values were evident and helpful	50 - 59 % of staff represented surveyed believe the Core Values were evident and helpful	60 - 69 % of staff represented surveyed believe the Core Values were evident and helpful	70 - 79 % of staff represented surveyed believe the Core Values were evident and helpful	> 80% of staff represented surveyed believe the Core Values were evident and helpful		
6. Staff, Students, Parents and Community understand and demonstrate the <u>Core Values</u> of the District	10 %	< 55 % of people surveyed are satisfied to highly satisfied	55 - 59 % of people surveyed are satisfied to highly satisfied	60 - 64 % of people surveyed are satisfied to highly satisfied	65 - 69 % of people surveyed are satisfied to highly satisfied	> 70 % of people surveyed are satisfied to highly satisfied		
7. Board of Education and Administrators understand and demonstrate the <u>Core Values</u> of the District	20 %	< 55 % of people surveyed are satisfied to highly satisfied	55 - 59 % of people surveyed are satisfied to highly satisfied	60 - 64 % of people surveyed are satisfied to highly satisfied	65 - 69 % of people surveyed are satisfied to highly satisfied	> 70 % of people surveyed are satisfied to highly satisfied		
Weighted Score TBD								

VisionCard E: Developing a clear & effective District 742 image								
Measures	WT (%)	LEVEL 01 More Concern (1.0 – 1.9)	LEVEL 02 Concern (2.0 – 2.9)	LEVEL 03 Progress Needed (3.0 – 3.9)	LEVEL 04 Progress (4.0-4.9)	LEVEL 05 Vision (5.0)	Score	Trend line
1. Public perceives Board of Education to be effective & efficient in public engagement on key issues concerning district	25 %	< 40 % of public surveyed are satisfied to highly satisfied	40 - 49 % of public surveyed are satisfied to highly satisfied	50 - 59 % of public surveyed are satisfied to highly satisfied	60 - 69 % of public surveyed are satisfied to highly satisfied	> 70 % of public surveyed are satisfied to highly satisfied		
2. District staff views themselves as part of the district image	25 %	< 40 % of staff surveyed see themselves as 742 ambassadors	40 – 49 % of staff surveyed see themselves as 742 ambassadors	50 – 59 % of staff surveyed see themselves as 742 ambassadors	60 – 69 % of staff surveyed see themselves as 742 ambassadors	> 70 % of staff surveyed see themselves as 742 ambassadors		
3. Parents are satisfied with the District educational opportunities	20 %	< 40 % of parents surveyed are satisfied to highly satisfied	40 – 49 % of parents surveyed are satisfied to highly satisfied	50 – 59 % of parents surveyed are satisfied to highly satisfied	60 – 69 % of parents surveyed are satisfied to highly satisfied	> 70 % of parents surveyed are satisfied to highly satisfied		
4. Community businesses have a favorable perception of district educational programs, opportunities and engagement	20 %	< 40 % of businesses surveyed are satisfied to highly satisfied	40 - 49 % of businesses surveyed are satisfied to highly satisfied	50 - 59 % of businesses surveyed are satisfied to highly satisfied	60 - 69 % of businesses surveyed are satisfied to highly satisfied	> 70 % of businesses surveyed are satisfied to highly satisfied		
5. District 742 has a positive image in media (excluding personal blogs and online chats)	10 %	< 30% of media evidence is positive	31% to 40% of media evidence is positive	41% to 50% of media evidence is positive	51% to 60% of media evidence is positive	> 60% of media evidence is positive		
Weighted Score TBD								