

Edina Public Schools

District Scorecard A1: Maximize the achievement of all students by developing and implementing personalized learning for each student

	W T	Measures	WT	Level 01 Intervene (1.0 – 1.9)	Level 02 High Concern (2.0 – 2.9)	Level 03 Baseline (3.0 – 3.9)	Level 04 Progress (4.0 - 4.9)	Level 05 Vision (5.0 +)	S c o r e	Trend line
L O C A L A S S E S S M E N T S	40 %	CBM: Reading fluency	10 %	Less than 75 % of all students meet/exceed Spring targets based on national norms	75-79% of all students meet/exceed Spring targets based on national norms	80-84% of all students meet/exceed Spring targets based on national norms	85-89% of all students meet/exceed Spring targets based on national norms	> 90% of all students meet/exceed Spring targets based on national norms	T B D	
		NWEA MAP Growth – Math by Quartile 1 and 2	15 %	Less than 60% of students in quartiles 1 and 2 meet/exceed expected growth	60-64% of students in quartiles 1 and 2 meet/exceed expected growth	65-69% of students in quartiles 1 and 2 meet/exceed expected growth	70-75% of students in quartiles 1 and 2 meet/exceed expected growth	>75% of students in quartiles 1 and 2 meet/exceed expected growth	T B D	
		NWEA MAP Growth - Math by Quartile 3 and 4	15 %	Less than 60% of students in quartiles 3 and 4 meet/exceed expected growth	60-64% of students in quartiles 3 and 4 meet/exceed expected growth	65-69% of students in quartiles 3 and 4 meet/exceed expected growth	70-75% of students in quartiles 3 and 4 meet/exceed expected growth	>75% of students in quartiles 3 and 4 meet/exceed expected growth	T B D	
		NWEA MAP Growth – Reading by Quartile 1 and 2	15 %	Less than 60% of students in quartiles 1 and 2 meet/exceed expected growth	60-64% of students in quartiles 1 and 2 meet/exceed expected growth	65-69% of students in quartiles 1 and 2 meet/exceed expected growth	70-75% of students in quartiles 1 and 2 meet/exceed expected growth	>75% of students in quartiles 1 and 2 meet/exceed expected growth	T B D	
		NWEA MAP Growth - Reading by Quartile 3 and 4	15 %	Less than 60% of students in quartiles 3 and 4 meet/exceed expected growth	60-64% of students in quartiles 3 and 4 meet/exceed expected growth	65-69% of students in quartiles 3 and 4 meet/exceed expected growth	70-75% of students in quartiles 3 and 4 meet/exceed expected growth	>75% of students in quartiles 3 and 4 meet/exceed expected growth	T B D	

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		NWEA MAP Growth- Reading by NCLB Group	15 %	Less than 60% of students in one or more NCLB groups meet/exceed expected growth	60-64% of students in one or more NCLB groups meet/exceed expected growth	65-69% of students in one or more NCLB groups meet/exceed expected growth	70-75% of students in one or more NCLB groups meet/exceed expected growth	>75% of students in all NCLB groups meet/exceed expected growth	T B D	
		NWEA MAP Growth - Math by NCLB Group	15 %	Less than 60% of students in one or more NCLB groups meet/exceed expected growth	60-64% of students in one or more NCLB groups meet/exceed expected growth	65-69% of students in one or more NCLB groups meet/exceed expected growth	70-75% of students in one or more NCLB groups meet/exceed expected growth	>75% of students in all NCLB groups meet/exceed expected growth	T B D	
M N A S S E S S M E N T S	30 %	MCA-II Reading Growth by NCLB Group	40 %	40% or greater of students in one or more NCLB groups with low growth on MCA-II Reading	30 – 39 % of students in one or more NCLB groups with low growth on MCA-II Reading	20 – 29 % of students in one or more NCLB groups with low growth on MCA-II Reading	10 – 19 % of students in one or more NCLB groups with low growth on MCA-II Reading	No NCLB group has more than 10% of students with low growth on MCA-II Reading	T B D	
		MCA-II Math Growth by NCLB Group	40 %	40% or greater of students in one or more NCLB groups with low growth on MCA-II Math	30 – 39 % of students in one or more NCLB groups with low growth on MCA-II Math	20 – 29 % of students in one or more NCLB groups with low growth on MCA-II Math	10 – 19 % of students in one or more NCLB groups with low growth on MCA-II Math	No NCLB group has more than 10% of students with low growth on MCA-II Math	T B D	
		MCA-II Science Scores	20 %	Less than 55% of all students proficient	55-69% of all students proficient	70-79% of all students proficient	80-89% of all students proficient	Greater than 90% of all students proficient	T B D	
C O L L E G E	30 %	ACT Explore - 8th Grade English, math, science and reading	20 %	Less than 40% of all students predicted to be college-ready in at least 3 areas	40 - 54 % of all students predicted to be college-ready in at least 3 areas	55 - 69 % of all students predicted to be college-ready in at least 3 areas	70 - 85 % of all students predicted to be college-ready in at least 3 areas	>85 % of all students predicted to be college-ready in at least 3 areas	T B D	
		ACT Plan – 10th Grade English, math, science and reading	20 %	Less than 40% of all students predicted to be college-ready in at least 3 areas	40 - 54 % of all students predicted to be college-ready in at least 3 areas	55 - 69 % of all students predicted to be college-ready in at least 3 areas	70 - 85 % of all students predicted to be college-ready in at least 3 areas	>85 % of all students predicted to be college-ready in at least 3 areas	T B D	

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District Scorecard A1: Maximize the achievement of all students by developing and implementing personalized learning for each student

	W T	Measures	WT	Level 01 Intervene (1.0 – 1.9)	Level 02 High Concern (2.0 – 2.9)	Level 03 Baseline (3.0 – 3.9)	Level 04 Progress (4.0 - 4.9)	Level 05 Vision (5.0 +)	S c o r e	Trend line
R E A D I N G S		ACT - Composite Score (math, Engl, rdg, and sci)	15 %	Average composite score for all students is 20 or below	Average composite score for all students is >20 and <=21	Average composite score for all students is >21 and <=23	Average composite score for all students is >23 and <=24	Average composite score for all students is 24 or greater	T B D	
		Advanced Placement (AP) Test Participation	15 %	Less than 50 % of grades 10-12 students take at least one AP test	50-59% of grades 10-12 students take at least one AP test	60-69% of grades 10-12 students take at least one AP test	70-80% of grades 10-12 students take at least one AP test	> 80 % of grades 10-12 students take at least one AP test	T B D	
		EXPLORE Composite Score averages by NCLB Group	15 %	One or more NCLB groups has a composite score average < 11.5	One or more NCLB groups has a composite score average >= 11.5 and < 13.1	One or more NCLB groups has a composite score average >= 13.1 and < 14.7	One or more NCLB groups has a composite score average >= 14.7 and <16.3	All NCLB groups have an average composite score of 16.3 or greater	T B D	
		PLAN Composite Score averages by NCLB Group	15 %	One or more NCLB groups has a composite score average < 12.2	One or more NCLB groups has a composite score average >= 12.2 and < 14.3	One or more NCLB groups has a composite score average >= 14.3 and < 16.4	One or more NCLB groups has a composite score average >= 16.4 and < 18.5	All NCLB groups have an average composite score >= 18.5	T B D	
Weighted Score TBD										

Edina Public Schools								
District Scorecard A2: <i>Maximize the achievement of all students by developing and implementing personalized learning for each student</i>								
Measures	W T	Level 01 Intervene (1.0 – 1.9)	Level 02 High Concern (2.0 – 2.9)	Level 03 Baseline (3.0 – 3.9)	Level 04 Progress (4.0 - 4.9)	Level 05 Vision (5.0 +)	S c o r e	Trend line
Teachers' proficiency at 21st Century Skill Development through Instructional strategies	5 %	< 30% of teachers are observed implementing 21 st Century Skill development practices consistently	30-49% of teachers are observed implementing 21 st Century Skill development practices consistently	50-69% of teachers are observed implementing 21 st Century Skill development practices consistently	70-79% of teachers are observed implementing 21 st Century Skill development practices consistently	> 80% of teachers are observed implementing 21 st Century Skill development practices consistently	T B D	
Teachers Use Data to Adjust Teaching Practices	15 %	Less than 70% of teachers report reviewing and using assessment data to adjust their teaching practices	>= 70% and < 75% of teachers report reviewing and using assessment data to adjust their teaching practices	>= 75% and < 80% of teachers report reviewing and using assessment data to adjust their teaching practices	>= 80% and < 90% of teachers report reviewing and using assessment data to adjust their teaching practices	90% or more of teachers report reviewing and using assessment data to adjust their teaching practices	T B D	
Student Engagement Observed	10 %	< 70% of students observed are actively engaged in learning in a positive manner	70-74% of students observed are actively engaged in learning in a positive manner	75-79% of students observed are actively engaged in learning in a positive manner	80-85% of students observed are actively engaged in learning in a positive manner	>85% of students observed are actively engaged in learning in a positive manner	T B D	
Student Engagement Self-Reported by Racial/Ethnic Group	20 %	One or more racial/ethnic groups has less than 70% of students reporting high to very high engagement	One or more racial/ethnic groups has 70-74% of students reporting high to very high engagement	One or more racial/ethnic groups has 75-79% of students reporting high to very high engagement	One or more racial/ethnic groups has 80-85% of students reporting high to very high engagement	All racial/ethnic groups have > 85% of students reporting high to very high engagement	T B D	
Students self-manage and monitor their own learning	15 %	< 50% of students report they know what they need to know and do to meet standards	50-69% of students report they know what they need to know and do to meet standards	70-79% of students report they know what they need to know and do to meet standards	80-89% of students report they know what they need to know and do to meet standards	90% or more of students report they know what they need to know and do to meet standards	T B D	
Four-year Graduation Rate by NCLB Group	15 %	One or more NCLB groups has less than 80% of students graduating in four-yrs	One or more NCLB groups 80 – 85% of students graduating in four-years	One or more NCLB groups has 85 -90% of students graduating in four-years	One or more NCLB groups has 90 -92% of students graduating in four-years	All NCLB groups have greater than 92% of students graduating in four-years	T B D	
Student Attendance per Semester by NCLB Group	15 %	Less than 76 % of students in one or more NCLB groups missed 5 days or less	76 – 78 % of students in one or more NCLB groups missed 5 days or less	79 – 81 % of students in one or more NCLB groups missed 5 days or less	82 – 85 % of students in one or more NCLB groups missed 5 days or less	85% or better of students in all NCLB groups missed 5 days or less	T B D	

Measures	WT	Level 01 Intervene (1.0 – 1.9)	Level 02 High Concern (2.0 – 2.9)	Level 03 Baseline (3.0 – 3.9)	Level 04 Progress (4.0 - 4.9)	Level 05 Vision (5.0 +)	S c o r e	Trend line
Teacher Attendance in Classroom Teaching per Semester	5%	Less than 76 % of teachers missed 4 days or less	76 – 78 % of teachers missed 4 days or less	79 – 81 % of teachers missed 4 days or less	82 – 85 % of teachers missed 4 days or less	85% or better of teachers missed 4 days or less	T B D	
Weighted Score TBD								

Edina Public Schools

District Scorecard B1: Assure a safe, inspiring and welcoming learning environment for all students, staff and community members

W T	Measures	WT	Level 01 Intervene (1.0 – 1.9)	Level 02 High Concern (2.0 – 2.9)	Level 03 Baseline (3.0 – 3.9)	Level 04 Progress (4.0 - 4.9)	Level 05 Vision (5.0 +)	S c o r e	Trend line
5 5 %	Family Satisfaction	15 %	Less than 80% of families surveyed are satisfied with Edina Public Schools	80 - 84% of families surveyed are satisfied with Edina Public Schools	85 - 89% of families surveyed are satisfied with Edina Public Schools	90 - 95% of families surveyed are satisfied with Edina Public Schools	> 95% of families surveyed are satisfied with Edina Public Schools	T B D	
	Grade Transition Satisfaction: K to 1st Grade 5th to 6th Grade 9th to 10th Grade	15 %	Less than 80% of families surveyed are satisfied with student's transition	80 - 84% of families surveyed are satisfied with student's transition	85 - 89% of families surveyed are satisfied with student's transition	90 - 95% of families surveyed are satisfied with student's transition	> 95% of families surveyed are satisfied with student's transition	T B D	
	Student Satisfaction by Racial/Ethnic Group	20 %	One or more racial/ethnic groups has less than 80% of surveyed students 3-12 reporting high or very high satisfaction	One or more racial/ethnic groups has 80 - 84% of surveyed students 3-12 reporting high or very high satisfaction	One or more racial/ethnic groups 85 - 89% of surveyed students 3-12 reporting high or very high satisfaction	One or more racial/ethnic groups has 90 – 95% of surveyed students 3-12 reporting high or very high satisfaction	All racial/ethnic groups have > 95% of surveyed students 3-12 reporting high or very high satisfaction	T B D	
	Student Connection to Adults Other than Parents by Racial/Ethnic Group	20 %	One or more racial/ethnic groups has less than 75% of students surveyed 3 - 12 reporting a significant connection to at least one adult at school	One or more racial/ethnic groups has 75 - 80% of students surveyed 3 - 12 reporting a significant connection to at least one adult at school	One or more racial/ethnic groups has 80 - 84% of students surveyed 3 – 12 reporting a significant connection to at least one adult at school	One or more racial/ethnic groups has 85 – 90% of students surveyed 3 – 12 reporting a significant connection to at least one adult at school	All racial/ethnic groups have > 90% of students surveyed 3 – 12 reporting a significant connection to at least one adult at school	T B D	
	Students Know What They Are To Learn	15 %	Less than 70% of students surveyed 3-12 indicate that teachers give them a clear idea of what they are to learn	70 – 79% of students surveyed 3-12 indicate that teachers give them a clear idea of what they are to learn	80 - 89% of students surveyed 3-12 indicate that teachers give them a clear idea of what they are to learn	90 – 95% of students surveyed 3-12 indicate that teachers give them a clear idea of what they are to learn	>95% of students surveyed 3-12 indicate that teachers give them a clear idea of what they are to learn	T B D	

Edina Public Schools

District Scorecard B1: *Assure a safe, inspiring and welcoming learning environment for all students, staff and community members*

W T	Measures	WT	Level 01 Intervene (1.0 – 1.9)	Level 02 High Concern (2.0 – 2.9)	Level 03 Baseline (3.0 – 3.9)	Level 04 Progress (4.0 - 4.9)	Level 05 Vision (5.0 +)	S c o r e	Trend line
	Staff Know the SIP Goal and Action Plan	15 %	Less than 80% of staff surveyed indicate they know the SIP Goal and action plan	80 – 84%of staff surveyed indicate they know the SIP Goal and action plan	85 – 90% of staff surveyed indicate they know the SIP Goal and action plan	91 – 95% of staff surveyed indicate they know the SIP Goal and action plan	> 95% of staff surveyed indicate they know the SIP Goal and action plan	T B D	
Weighted Score TBD									

Edina Public Schools

District Scorecard B2: Assure a safe, inspiring and welcoming learning environment for all students, staff and community members

W T	Measures	WT	Level 01 Intervene (1.0 – 1.9)	Level 02 High Concern (2.0 – 2.9)	Level 03 Baseline (3.0 – 3.9)	Level 04 Progress (4.0 - 4.9)	Level 05 Vision (5.0 +)	S c o r e	Trend
4 5 %	Perception of Safety: Grades 3-12 by Racial/Ethnic Group	20 %	One or more racial/ ethnic groups has less than 70% of students reporting high or very high perception of safety	One or more racial/ ethnic groups has 70 – 79% of students reporting high or very high perception of safety	One or more racial/ ethnic groups has 80 - 84% of students reporting high or very high perception of safety	One or more racial/ethnic groups has 85 – 90% of students reporting high or very high perception of safety	All racial/ethnic groups have > 90% of students reporting high or very high perception of safety	T B D	
	Perception of Safety: Parents by Racial/Ethnic Group	10 %	One or more racial/ ethnic groups has less than 70% of parents reporting high or very high perceptions of safety	One or more racial/ ethnic groups has 70 – 79% of parents reporting high or very high perceptions of safety	One or more racial/ ethnic groups has 80 - 84% of parents reporting high or very high perceptions of safety	One or more racial/ethnic groups has 85 – 90% of parents reporting high or very high perceptions of safety	All racial/ethnic groups have > 90% of parents reporting high or very high perceptions of safety	T B D	
	Discipline Incidents by Racial/Ethnic Group (DIRS reportable)	15 %	One or more racial/ethnic groups has more than 25% of students committing a disciplinary infraction	One or more racial/ethnic groups has 21 -25% of students committing a disciplinary infraction	One or more racial/ethnic groups has 15 – 20% of students committing a disciplinary infraction	One or more racial/ethnic groups has 10 – 14% of students committing a disciplinary infraction	No racial/ethnic group has more than 10% of students committing a disciplinary infraction	T B D	
	Participation in AP Exams by Racial/Ethnic Group	15 %	One or more racial/ethnic groups has less than 50% of students taking an AP exam	One or more racial/ethnic groups has 50 – 59% of students taking an AP exam	One or more racial/ethnic groups has 60 – 69% of students taking an AP exam	One or more racial/ethnic groups 70 – 79% of students taking an AP exam	All racial/ethnic groups have 80% or more of students taking an AP exam	T B D	
	Special Education Placements by Racial/Ethnic Group	10 %	One or more racial/ethnic groups has more than 15% of students in special education service	One or more racial/ethnic groups has 13 – 14% of students in special education service	One or more racial/ethnic groups has 11 – 12% of students in special education service	One or more racial/ethnic groups 9 – 10% of students in special education service	All racial/ethnic groups have less than 9% of students in special education service	T B D	
	Gifted and Talented Placement by Racial/Ethnic Group	10 %	One or more racial/ethnic groups has less than 4% of students in gifted education service	One or more racial/ethnic groups has 4 – 5% of students in gifted education service	One or more racial/ethnic groups has 6 – 7% of students in gifted education service	One or more racial/ethnic groups has 8 - 9% of students in gifted education service	All racial/ethnic groups have more than 10% of students in gifted education service	T B D	

Edina Public Schools

District Scorecard B2: *Assure a safe, inspiring and welcoming learning environment for all students, staff and community members*

W T	Measures	WT	Level 01 Intervene (1.0 – 1.9)	Level 02 High Concern (2.0 – 2.9)	Level 03 Baseline (3.0 – 3.9)	Level 04 Progress (4.0 - 4.9)	Level 05 Vision (5.0 +)	S c o r e	Trend
	Participation in Extracurricular Activities Grades 6-12 by Racial/Ethnic Group	10 %	One or more racial/ethnic groups has less than 20% of students participating	One or more racial/ethnic groups has 20 – 39% of students participating	One or more racial/ethnic groups has 40 – 59% of students participating	One or more racial/ethnic groups has 60 – 79% and of students participating	All racial/ethnic groups have 80% or more of students participating	T B D	
	Staffing Diversity: % Teaching Staff of Color as a % of Total Teaching Staff	10 %	Lowest Quartile of regional cohort	Lowest Half of regional cohort	Highest Half of regional cohort	Highest Quartile of regional cohort	Highest Quintile of regional cohort	T B D	
Weighted Score TDB									

Edina Public Schools

District Scorecard C: *Develop all students as responsible citizens and leaders in partnership with families and community*

District Scorecard D: *Provide learning opportunities beyond the classroom through innovation and creativity in partnership with the community*

W T	Measures	WT	Level 01 Intervene (1.0 – 1.9)	Level 02 High Concern (2.0 – 2.9)	Level 03 Baseline (3.0 – 3.9)	Level 04 Progress (4.0 - 4.9)	Level 05 Vision (5.0 +)	S c o r e	Trend line
4 0 %	Service Learning	20 %	Less than 50% of students experience service learning annually	50-65% of students experience service learning annually	66-80% of students experience service learning annually	81-95% of students experience service learning annually	96% or more of students experience service learning annually	T B D	
	Experiencing Leadership Skills	30 %	Less than 25% of students are involved in a leadership activity annually	25-44% of students are involved in a leadership activity annually	45-59% of students are involved in a leadership activity annually	60-74% of students are involved in a leadership activity annually	75% or more of students are involved in a leadership activity annually	T B D	
	Student Engagement in Community Service/ Volunteerism	50 %	Less than 50% of students surveyed 6-12 report engaging in at least one form of community service annually	50-65% of students surveyed 6-12 report engaging in at least one form of community service annually	66-75% of students surveyed 6-12 report engaging in at least one form of community service annually	76-89% of students surveyed 6-12 report engaging in at least one form of community service annually	90% or more of students surveyed 6-12 report engaging in at least one form of community service annually	T B D	
6 0	Structured Learning Experiences Outside of Online and Classroom	20 %	Less than 50% of students surveyed 6-12 participate in at least one experience annually	50-59% of students surveyed 6-12 participate in at least one experience annually	60-69% of students surveyed 6-12 participate in at least one experience annually	70-79% of students surveyed 6-12 participate in at least one experience annually	80% or more of students surveyed 6-12 participate in at least one experience annually	T B D	
	Student Utilization of Technology in Learning Opportunities	30 %	Less than 75% of students surveyed 6-12 report utilizing technology weekly in school-based and other learning opportunities	75-79% of students surveyed 6-12 report utilizing technology weekly in school-based and other learning opportunities	80-84% of students surveyed 6-12 report utilizing technology weekly in school-based and other learning opportunities	85-89% of students surveyed 6-12 report utilizing technology weekly in school-based and other learning opportunities	90% or more of students surveyed 6-12 report utilizing technology weekly in school-based and other learning opportunities	T B D	

Edina Public Schools

District Scorecard C: *Develop all students as responsible citizens and leaders in partnership with families and community*

District Scorecard D: *Provide learning opportunities beyond the classroom through innovation and creativity in partnership with the community*

W T	Measures	WT	Level 01 Intervene (1.0 – 1.9)	Level 02 High Concern (2.0 – 2.9)	Level 03 Baseline (3.0 – 3.9)	Level 04 Progress (4.0 - 4.9)	Level 05 Vision (5.0 +)	S c o r e	Trend line
%	On-Line/ Virtual Learning	20 %	Less than 50% of students 6-12 experience online/virtual learning prior to graduation	50-59% of students experience 6-12 online/virtual learning prior to graduation	60-69% of students 6-12 experience online/virtual learning prior to graduation	70-79% of students 6-12 experience online/virtual learning prior to graduation	80% or more of students 6-12 experience online/virtual learning prior to graduation	T B D	
	Student Participation in Extended Time— Summer, before/after school	20 %	Less than 10% of students 6-12 participate in an extended time experience	10-24% of students 6-12 participate in an extended time experience	25-39% of students 6-12 participate in an extended time experience	40-49% of students 6-12 participate in an extended time experience	50% or more of students 6-12 participate in an extended time experience	T B D	
	External Educational Partnerships Exist	10 %	The district has no external partnerships	The district has 3 or fewer external educational partnerships	The district has 4-6 external educational partnerships	The district has 7-9 external educational partnerships	The district has 10 or more external educational partnerships	T B D	
Weighted Score								TBD	

Edina Public Schools

District Scorecard E: *Expand leadership expectations and capacities for all members of the school district*

Measures	WT	Level 01 Intervene (1.0 – 1.9)	Level 02 High Concern (2.0 – 2.9)	Level 03 Baseline (3.0 – 3.9)	Level 04 Progress (4.0 - 4.9)	Level 05 Vision (5.0 +)	S c o r e	Trend line
Staff Engaging in Formal Systems for Continuous Improvement	20 %	Less than 50% of staff engage in formal systems for continuous improvement annually	50-59% of staff engage in formal systems for continuous improvement annually	60-69% of staff engage in formal systems for continuous improvement annually	70-79% of staff engage in formal systems for continuous improvement annually	80% or more of staff engage in formal systems for continuous improvement annually	T B D	
Instruction Provides Academic Rigor and Critical Thinking	15 %	Less than 50% of the teaching observed demonstrates academic rigor and planned opportunities for students to engage in 21 st century thinking	50-64% of the teaching observed demonstrates academic rigor and planned opportunities for students to engage in 21 st century thinking	65-79% of the teaching observed demonstrates academic rigor and planned opportunities for students to engage in 21 st century thinking	80-89% of the teaching observed demonstrates academic rigor and planned opportunities for students to engage in 21 st century thinking	90% or more of the teaching observed demonstrates academic rigor and planned opportunities for students to engage in 21 st century thinking	T B D	
School Leadership and Staff Develop and Implement Policies and Practices That Create Positive and Caring Learning Environments	15 %	Less than 50% of staff develop and implement policies and practices that create positive and caring learning environments	50-64% of staff develop and implement policies and practices that create positive and caring learning environments	60-69% of staff develop and implement policies and practices that create positive and caring learning environments	70-79% of staff develop and implement policies and practices that create positive and caring learning environments	80% or more of staff develop and implement policies and practices that create positive and caring learning environments	T B D	
Principals Create a Vision of Continuous Improvement and High Expectations	25 %	Principals have not expressed a clear vision for their school	Principals have a vision but the vision is not focused on continuous improvement and high expectations	Principals have a vision focused on continuous improvement and high expectations but it is not shared by the school community	Principals have a vision focused on continuous improvement and high expectations but only some of the school community share the vision	Principals uniformly collaborate with the school community to establish a clear vision for continuous improvement and high expectations	T B D	

Edina Public Schools

District Scorecard E: *Expand leadership expectations and capacities for all members of the school district*

Measures	WT	Level 01 Intervene (1.0 – 1.9)	Level 02 High Concern (2.0 – 2.9)	Level 03 Baseline (3.0 – 3.9)	Level 04 Progress (4.0 - 4.9)	Level 05 Vision (5.0 +)	S c o r e	Trend line
Staff Solving Problems Through Cooperation and Collaboration <i>Community of Practice (CoP)</i>	25 %	Less than 60% of staff engaged in self directed CoP team processes aligned with the Scorecards	60 - 69% of staff engaged in self directed CoP team processes aligned with the Scorecards	70 - 79% of staff engaged in self directed CoP team processes aligned with the Scorecards	80 - 89% of staff engaged in self directed CoP team processes aligned with the Scorecards	> 90% of staff engaged in self directed CoP team processes aligned with the Scorecards	T B D	
Weighted Score TBD								

Edina Public Schools
District Scorecard F: *Maximize the district's resources of time, talent, finances and facilities*

Measures	WT (%)	Level 01 Intervene (1.0 – 1.9)	Level 02 High Concern (2.0 – 2.9)	Level 03 Baseline (3.0 – 3.9)	Level 04 Progress (4.0 - 4.9)	Level 05 Vision (5.0 +)	Score	Trend line
Annual Variation From Established Budgets: all Schools and Departments	15 %	+/- 1.5 % or greater variation from established budgets: all schools and departments	+/- 1.25 % variation from established budgets: all schools and departments	1.0 % variation from established budgets: all schools and departments	+/- .75 % variation from established budgets: all schools and departments	+/- .5 % variation from established budgets: all schools and departments	T B D	
Budget Alignment	15 %	Less than 50% of funds aligned to student learning	>= 50% and < 60% of funds aligned to student learning	>= 60% and < 65% of funds aligned to student learning.	>= 65% and <= 70% of funds aligned to student learning	Greater than 70% of funds aligned to student learning	T B D	
Adequacy of Space and Facilities	20 %	Actual enrollment in all schools is more than +/- 16% of functional capacity	Actual enrollment in all schools is within +/- 15% of functional capacity	Actual enrollment in all schools is within +/- 10% of functional capacity	Actual enrollment in all schools is within +/-6% of functional capacity	Actual enrollment in all schools is within +/- 3% of functional capacity	T B D	
Student to Computer Ratio (not including labs)	20 %	10:1 or greater ratio across all schools	8:1 ratio across all schools	5:1 or less ratio across all schools	4:1 or less ratio across all schools	1:1 or less ratio across all schools	T B D	
Economic Efficiency of Resources Applied (SchoolMatters.com)	10 %	District is in the lower 30 % of most similar 10 Districts in the State	District is in the top 60 % of most similar 10 Districts in the State	District is in the top 50 % of most similar 10 Districts in the State	District is in the top 30 % of most similar 10 Districts in the State	District is in the top 20 % of most similar 10 Districts in the State	T B D	
Operating Levy in Comparison to Districts to Similar Districts	10 %	District is in lower 40% of comparable Districts state-wide	In top 41-59% of comparable Districts state-wide	In top 60-84% of comparable Districts state-wide	In top 85-94% of comparable Districts state-wide	In top 95% of comparable Districts state-wide	T B D	

Edina Public Schools

District Scorecard F: *Maximize the district's resources of time, talent, finances and facilities*

Measures	WT (%)	Level 01 Intervene (1.0 – 1.9)	Level 02 High Concern (2.0 – 2.9)	Level 03 Baseline (3.0 – 3.9)	Level 04 Progress (4.0 - 4.9)	Level 05 Vision (5.0 +)	S c o r e	Trend line
Percent of Approved Capital Projects: Completed On-Time and Within Budget	10 %	Less than 85% of authorized projects completed on-time and within budget	85-88% of authorized projects completed on-time and within budget	89-91% of authorized projects completed on-time and within budget	92-95% of authorized projects completed on-time and within budget	Greater than 95% of authorized projects completed on-time and within budget	T B D	
Weighted Score TBD								