Measure

- 1A1. Decrease the gap in suspension incidents and suspension days between Caucasian students and African American students.
- 1A2. Decrease the gap in suspension incidents and suspension days between regular ed students and Students with Disabilities.
- 1A3. Decrease the gap in suspension incidents and suspension days between male and female students.
- 1A4. % of students attending TPS Early
 Childhood programs scoring at Approaching
 and Demonstrating on the KRA
- 1A5. % of students who are promoted to grade 4.
- 1A.9. % of minority students enrolled in gifted versus regular population
- 1A13. 4 year Graduation Rate for All Students
- 1A14. 4 Year Graduation Gap between Caucasian and Minority (Non-White) students.
- 1A15. 4 Year Graduation Rate for Students with Disabilities.
- 1A16. 5 year Graduation Rate for All Students
- 1A17. 5 year Graduation Rate gap between Caucasian and Minority (non-White) students.
- 1A18. 5 year Graduation Rate gap between ALL Students and Students with Disabilities.
- 1A19. % of students who met both the reading and math benchmarks on PSAT (10th and 11th grade)
- 1A20. % of student population enrolled in community programs
- 1A21. % of District Partners who have successfully competed Partners with Purpose.
- 1A22. # of AVID sites in the District
- 1A23. # of AVID sites that are at the Routine Use Level on the AVID Certification Self-Study by year 2 of implementation

- 1A24. % of ELL Students who receive services
- 1A25. % of students at each OELPA achievement level
- 1A26. % of sites that hold monthly School Health Advisory Committee meetings
- 1A28. # of District vetted/approved Mental Health Partners.
- 1A32. Math % passage rates *on OST* for students with District Math Coaches compared to similar population of students.
- 1A33. Science % passage rates for students on OST with District Science Support Teachers compared to similar population of students. (King Only)
- 1A34. % ODE Not on Track to On Track students between students receiving IAT services vs Students NOT receiving IAT services
- 1A35. Difference of AVERAGE MAP RIT change from FALL to SPRING between students receiving IAT Services vs Students NOT receiving IAT services
- 1A36. # of teachers attending PD that aligns with the lowest 2 areas of OTES rubric
- 1A37. % schools implementing universal, targeted, and intense intervention supports w/tiered fidelity inventory
- 1A38. % Teacher attendance rate district-wide
- 1B2. % of all building staff trained on the new student discipline code
- 1B3. % of students habitually truant with a home visit, educational planning conference, or truancy prevention meeting
- 1B4. # of students with reduced/modified expulsions based on needed intervention and supports
- 1B5. District Wide Student Attendance Rate
- 1B6. Average annual High School attendance rate
- 1B7. Average annual Elementary School attendance rate
- 1C1. # of *eligible* Career Tech students in internships.

- 1C2. % of *eligible* Career Tech students in internships.
- 1C3. # and % of assessed Career Tech students with a 13 or higher on WorkKeys and obtainment of a 12 point Industry Credential
- 1C4. % passage rates of WebXams
- 1C5. % of remediation free scores on 8th grade PSAT
- 1C6. % of remediation free scores on the College and Career Readiness exam (SAT)
- 1C7. # of students enrolled in College Credit Plus
- 1C8. % of students enrolled in College Credit Plus that earn at least 3 college credits.
- 1C9. \$ amount of earned credits at University of Toledo Rates.
- 1C10. # of students enrolled in Advanced Placement courses across the District.
- 1C11. % of students who earn a score of 3 or higher on Advanced Placement courses.
- 1C12. % of graduating seniors enrolled in a 2 year Ohio public university or community college.
- 1C13. % of graduating seniors enrolled in a 4 year Ohio public university or college.

Measure

- 3A1. Truancy rate (average number of unexcused absences per year)
- 3A2. # of suspensions for 100 students
- 3A3. Bullying/harassment incidents per 100 students
- 3A5. Staff survey perceptions of facility and building safety
- 3A6. Parent & Volunteer survey perceptions of facility and building safety
- 3A9. % of staff trained in de-escalation techniques (CPI) for student behavior
- 3A10. % of direct contact (student contact) staff trained in restraint and seclusion based on requirements in board policy

Measure

	of classroom teaching positions vacant
	first day of school
	6 of student teachers hired
perma	-
	6 of minority teachers hired
4A7. %	6 of special education classrooms
with co	ontent specific license
	6 of employee annual evaluations
•	eted accurately and on time
	ding those evaluated via state
manda	•
	of teachers rated a 3 or higher on OTES
4B3. %	of counselors rated a 3 or higher OSCES
4B4. %	of principals rated a 3 or higher OPES
4B5.%	of employees with an "overall" score of
"unsati	sfactory" on their evaluation
4B6. %	of Resident Educators passing RESA 3rd
year su	mmative assessment
4B7. %	of teachers without sub teacher
covera	ge due to PD
4B8. %	6 of special education teachers
provid	ed professional development on
classr	oom management and/or effective
teachi	ng strategies
5F1. %	of TPS buildings with quarterly
commi	unications going out to parents
5F2.#I	hours donated by volunteers
month	ly/annually
5F3.#0	of parents attending Parent University
	is annually
5F4.#	of functioning PTO organizations in
the dis	trict
5F5. A	vg. # of parents attending PTO
meetin	igs