

# Roseville Area Schools



Quality Teaching and Learning for All... Equity in All We Do

## VisionCards

Revised

August 2011

VisionCard Measures Application Color Scheme:		
Elementary Only	Middle School Only	High School Only
Middle and High Schools	All Schools	District-level Only

### VisionCard R: Providing secure and stable resources

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 Progressing (4.0-4.9)	Level 05 Vision (5.0)	Score	Trend line
<b>R 1: Annual Variation from established budgets: Net General Fund revenues and expenses</b>	<b>20%</b>	-1.5 % or greater or +5% or greater	-1.25 % or greater or +4% or greater	-1.0 % or greater or +3% or greater	- .75 % or greater or +2% or greater	-.5 % or greater or +1% variation		
<b>R 2: General Fund Balance</b>	<b>15 %</b>	Negative General Fund Balance	0 % + of General Fund	1 % + of General Fund	2 % + of General Fund	3 % + of General Fund		
<b>R 3: Overall Return on Spending Index (RaMP/MDE Profiles Spending)</b>	<b>20 %</b>	Lowest quintile of selected regional cohort	Fourth quintile selected regional cohort	Third quintile of selected regional cohort	Second quintile of selected regional cohort	Highest quintile of selected regional cohort		
<b>R 4: Adjusted for Student Needs Return on Spending Index (RaMP/MDE Profiles Spending for free/reduced)</b>	<b>15 %</b>	Lowest quintile of selected regional cohort	Fourth quintile of selected regional cohort	Third quintile of selected regional cohort	Second quintile of selected regional cohort	Highest quintile of selected regional cohort		
<b>R 5: % of approved projects in the 10 Year Plan: completed on-time and within budget</b>	<b>15 %</b>	85 % or less of authorized projects	86 - 88 % of authorized projects	89 - 91 % of authorized projects	92 - 94 % of authorized projects	95 % + of authorized projects		
<b>R 6: Teacher Employment Stability</b>	<b>15%</b>	25 – 29.99% Teacher Turnover	20 – 24.99% Teacher Turnover	15 – 19.99% Teacher Turnover	10 – 14.99% Teacher Turnover	Less than 10% Teacher Turnover		
<b>Weighted Score TBD</b>								

### VisionCard E: Ensuring an equitable learning environment for all

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 Progressing (4.0-4.9)	Level 05 Vision (5.0)	Score	Trend line
<b>E 1: Experience / Perception of Welcoming, Safety and Belonging of Students: % under-representation of students of color</b>	<b>20 %</b>	Greater than 25 % under-representation	21 – 25 % under-representation	16 – 20 % under-representation	10 – 15 % under-representation	Less than 10 % under-representation		
<b>E 2: Referrals relative to discipline: % over-representation of students of color</b>	<b>20 %</b>	Greater than 25 % over-representation	21 – 25 % over-representation	16 – 20 % over-representation	10 – 15 % over-representation	Less than 10 % over-representation		
<b>E 3: Disciplinary action required – suspensions and expulsions</b>	<b>10 %</b>	Greater than 25 % over-representation	21 – 25 % over-representation	16 – 20 % over-representation	10 – 15 % over-representation	Less than 10 % over-representation		
<b>E 4: Participation in AP and CIS (9-12) % under-representation students of color</b>	<b>15 %</b>	Greater than 25 % under-representation	21 – 25 % under-representation	16 – 20 % under-representation	10 – 15 % under-representation	Less than 10 % under-representation		
<b>E 5: Special Education Assessment: % over-representation of students of color assessed</b>	<b>15 %</b>	Greater than 25 % over-representation	21 – 25 % over-representation	16 – 20 % over-representation	10 – 15 % over-representation	Less than 10 % over-representation		
<b>E 6: Participation in Extracurricular Activities 9-12: % under-representation of students of color</b>	<b>10 %</b>	Greater than 25 % under-representation	21 – 25 % under-representation	16 – 20 % under-representation	10 – 15 % under-representation	Less than 10 % under-representation		
<b>E 7: Staffing Diversity: % professional staff of color as a % of total licensed staff</b>	<b>10 %</b>	<i>Lowest quintile of selected regional cohort</i>	<i>Fourth quintile of selected regional cohort</i>	<i>Third quintile of selected regional cohort</i>	<i>Second quintile of selected regional cohort</i>	<i>Highest quintile of selected regional cohort</i>		
<b>Weighted Score TBD</b>								

## VisionCard A1: Engaging, supporting and challenging each student to make significant annual academic growth

	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 Progressing (4.0-4.9)	Level 05 Vision (5.0)	Score	Trend line
<b>G R O W T H</b>	<b>30 %</b>	<b>A 1: NWEA MAP Growth –Math by Student Group</b>	<b>25 %</b>	< 30% of all student groups meet typical growth in RIT targets	30-54% of all student groups meet typical growth in RIT targets.	55-64% of all student groups meet typical growth in RIT targets	65-69% of all student groups meet typical growth in RIT targets	> 70% + of all student groups meet typical growth in RIT targets	TBD	
		<b>A 2: NWEA MAP Growth - Reading by Student Group</b>	<b>25 %</b>	< 30 % of all student groups meet typical growth in RIT targets	30-54% of all student groups meet typical growth in RIT targets.	55-64% of all student groups meet typical growth in RIT targets	65-69% of all student groups meet typical growth in RIT targets	> 70% of all student groups meet typical growth in RIT targets	TBD	
		<b>A 3: Classroom Bi-weekly Assessment of Student Learning</b>	<b>50 %</b>	Less than 50 % of students meet/exceed designed learning level	50 - 69 % of students meet/exceed designed learning level	70 – 84 % of students meet/exceed designed learning level	85 – 89 % of students meet/exceed designed learning level	>90 % of students meet/exceed designed learning level	TBD	11-12
<b>P R O F I C I E N C Y</b>	<b>50 %</b>	<b>A 4: MCA-II Reading Proficiency Grades 3 – 10</b>	<b>25%</b>	< 50 % of all student groups meet/exceed proficiency	50-71% of all student groups meet/exceed proficiency	72-78% of all student groups meet/exceed proficiency	79-85% of all student groups meet/exceed proficiency	> 85% of all student groups meet/exceed proficiency	TBD	
		<b>A 5: MCA-II Math Proficiency Grades 3 – 11</b>	<b>25%</b>	< 50 % of all student groups meet/exceed proficiency.	50-69% of all student groups meet/exceed proficiency.	70-77% of all student groups meet/exceed proficiency.	78-85% of all student groups meet/exceed proficiency.	> 85% of all student groups meet/exceed proficiency.	TBD	
		<b>A 6: Difference across all student groups in reading and math proficiency</b>	<b>25%</b>	25% or greater difference	20 – 24% difference	14 – 19% difference	10 – 13% difference	< 10% difference	TBD	
		<b>A 7: Curriculum-based Measures–Reading K-6 (BAS)</b>	<b>15%</b>	< 50 % of all student groups meet/exceed proficiency.	50-71% of all student groups meet/exceed proficiency.	72-78% of all student groups meet/exceed proficiency.	79-85% of all student groups meet/exceed proficiency.	> 85% of all student groups meet/exceed proficiency.	TBD	

<b>VisionCard A1: Engaging, supporting and challenging each student to make significant annual academic growth</b>										
	<b>W T %</b>	<b>Measures</b>	<b>WT %</b>	<b>Level 01 Intervene (1.0 – 1.9)</b>	<b>Level 02 High Concern (2.0 – 2.9)</b>	<b>Level 03 Baseline (3.0 – 3.9)</b>	<b>Level 04 Progressing (4.0-4.9)</b>	<b>Level 05 Vision (5.0)</b>	<b>Score</b>	<b>Trend line</b>
		<b>A 8: Comparison to “benchmark” high achieving schools or districts</b>	10 %	Our top 10% of students in the top 5 of our 8 comparable schools on the MCA’s	Our top 10% of students in the top 4 of our 8 comparable schools on the MCA’s	Our top 10% of students in the top 3 of our 8 comparable schools on the MCA’s	Our top 10% of students in the top 2 of our 8 comparable schools on the MCA’s	Our top 10% of students at the top of our 8 comparable schools on the MCA’s	TBD	
<b>A T T</b>	<b>20 %</b>	<b>A 9: All day – every day attendance</b>		< 75 % all day – every day attendance rate	75 - 78 % all day – every day attendance rate	79 - 81 % all day – every day attendance rate	82 - 85 % all day – every day attendance rate	> 85 % all day – every day attendance rate	TBD	
<b>Weighted Score</b>									<b>TBD</b>	

### VisionCard A2: Preparing students for their next stage in life

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 Progressing (4.0-4.9)	Level 05 Vision (5.0)	Score	Trend line
<b>A 10: Advanced Placement</b>	<b>25 %</b>	< 10% of graduating seniors take at least one AP test with a 3 or better score	11-20% of graduating seniors take at least one AP test with a 3 or better score	21-30% of graduating seniors take at least one AP test with a 3 or better score	31-40% of graduating seniors take at least one AP test with a 3 or better score	> 40 % of graduating seniors take at least one AP test with a 3 or better score	TBD	
<b>A 11: ACT - Composite Score</b>	<b>20 %</b>	The average composite score of 18 or below	The average composite score of >18 and <20	The average composite score of >20 and <22	The average composite score of >22 and <24	The average composite score of 24 or greater	TBD	
<b>A 12: ACT College Readiness Benchmarks (meet all 4)</b>	<b>20 %</b>	< 30 % of all student tested meet or exceed ACT college readiness benchmarks	30-39% of all student tested meet or exceed ACT college readiness benchmarks	40-49% of all student tested meet or exceed ACT college readiness benchmarks	50-60% of all student tested meet or exceed ACT college readiness benchmarks	> 60% of all student tested meet or exceed ACT college readiness benchmarks	TBD	
<b>A 13: Graduation Rate 9 – 12 cohort</b>	<b>20%</b>	< 90% graduation rate	90 – 92% graduation rate	93 – 95% graduation rate	96 – 98% graduation rate	> 98% graduation rate	TBD	
<b>A 14: % enrollment in post secondary education - National Clearinghouse</b>	<b>15%</b>	<65% enrollment in following year of graduation	65 – 69% enrollment in following year of graduation	70 – 74% enrollment in following year of graduation	75 – 79% enrollment in following year of graduation	>80% enrollment in following year of graduation	TBD	
<b>Weighted Score</b>							<b>TBD</b>	

## VisionCard L: Strengthening and increasing leadership skills of school board, administration, staff and students

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 Progressing (4.0-4.9)	Level 05 Vision (5.0)	Score	Trend line
<b>L 1: Excellence in Governance by the School Board</b>	25 %	3.5 or greater Satisfaction in governance by the School Board	3.0 – 3.49 Satisfaction in governance by the School Board	3.5 – 3.99 Satisfaction in governance by the School Board	4.0 – 4.49 Satisfaction in governance by the School Board	Greater than 4.5 Satisfaction in governance by the School Board	3.7	
<b>L 2: Excellence in Management by the Administration</b>	25 %	3.0 or greater satisfaction in management by administration	3.0 – 3.49 Satisfaction in management by administration	3.5 – 3.99 Satisfaction in management by administration	4.0 – 4.49 Satisfaction in management by administration	Greater than 4.5 Satisfaction in management by administration		
<b>L 3: Effective Engagement of Professional Learning Communities</b>	25 %	Less than 75 % of teachers consistently engaged in PLC collaborations	75 - 79 % of teachers consistently engaged in PLC collaborations	80 - 84 % of teachers consistently engaged in PLC collaborations	85 - 89 % of teachers consistently engaged in PLC collaborations	90 % + of teachers consistently engaged in PLC collaborations		
<b>L 4: Staff Satisfaction with Staff Development Program and Practices</b>	25 %	< 55 % of new and experienced staff surveyed are satisfied to highly satisfied	55 - 64 % of new and experienced staff surveyed are satisfied to highly satisfied	65 - 74 % of new and experienced staff surveyed are satisfied to highly satisfied	75 - 84 % of new and experienced staff surveyed are satisfied to highly satisfied	85 + % of new and experienced staff surveyed are satisfied to highly satisfied		
<b>L5: Student participation in leadership activities</b>	TBD	TBD	TBD	TBD	TBD	TBD		
<b>Weighted Score TBD</b>								

### VisionCard C: Engaging and Partnering with the Whole Community

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 Progressing (4.0-4.9)	Level 05 Vision (5.0)	Score	Trend line
<b>C 1: Community/business partnerships have a favorable perception of the District educational opportunities and engagement</b>	25 %	<less than 50% have a positive image	51-59% have a positive image	60-69% have a positive image	70-79% have a positive image	80%+ are highly satisfied	TBD	
<b>C 2: Percentage of public who are satisfied with the methods and means of district communications (916 Survey – bi-annual)</b>	25 %	<less than 50% have a positive image	51-59% have a positive image	60-69% have a positive image	70-79% have a positive image	80%+ are highly satisfied	TBD	
<b>C 3: Percentage of resident students enrolled in the district</b>	15 %	<less than 80% enrolled	80-85% enrolled	86-90% enrolled	91-95% enrolled	> 95% enrolled	TBD	
<b>C 4: Parent evaluation of building family engagement activities What data do we have that we can measure student achievement based on parent engagement?</b>	15 %	<less than 50% are satisfied to highly satisfied	51-59% are satisfied to highly satisfied	60-69% are satisfied to highly satisfied	70-79% are satisfied to highly satisfied	80%+ are satisfied to highly satisfied	TBD	
<b>C5: Community satisfaction with School Board community listening sessions - Possible addition</b>	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
<b>Weighted Score TBD</b>								