



Potential Measures for Success

Building On Strength
Excellence
For All Children

Knox County Schools Strategic Plan Potential Measurements for Success

GOAL 1: Focus on the Student

The following potential indicators will be used to measure particular strategic initiatives addressed in the Knox County Schools Strategic Plan. More research and analysis needs to be done to confirm that these indicators are the most valid ones to measure these initiatives, and continuous examination will be done to assure that we are garnering valuable information from these measurements.

Objective I: High Expectations & Academic Rigor → High Expectations for All Students	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> ● Student Achievement <ul style="list-style-type: none"> ○ TCAP (grades 3-5, 6-8), ACT (11-12), PLAN (10), EXPLORE (8), Gates McGinitie (9) ○ Value-added scores (student academic growth) ○ # of 5th graders who (based on 5th grade TCAP/TVAAS projections) are “on track” to score a 21 on the ACT ● Absences (unexcused) - < 5 is expected (at 5th unexcused absence, parent notified; at 10th, judge involved) ● Absences (any) – true goal of 0 days missed instruction ● Graduation rate/Regular diplomas – district goal 90% ● College attendance of completers (%) <ul style="list-style-type: none"> ○ Go to college (type) ○ Complete college (by type) ● AP and Honors enrollment (any course) <ul style="list-style-type: none"> ○ % enrolled in AP classes ○ % enrolled in Honors classes ○ AP scores, of those enrolled, % receive a score of 3 or higher ○ Include breakout for teacher experience/education ○ % of students entering Kindergarten ready to learn ○ Survey data 	<p>Context Indicators:</p> <ul style="list-style-type: none"> ● Student demographics ● Course grades ● College attendance and completion (keep as context until there is a specific goal) ● Teacher experience (years) ● Education level (by degree) ● School granting degree ● Certifications/endorsements ● Highly qualified status ● # of years teaching course X ● Staff absences ● # of discipline referrals ● Days/Minutes student is tardy ● Enrollment in early education programs

Objective I: High Expectations & Academic Rigor → Special Education	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> ● Special Ed Professional Development program participation ● PLC membership ● Staff role ● Number of times met ● Special Ed students’ success or performance ● Common planning time ● % of Special Ed students in general education classes ● Hours spent in regular class week ● Actual scores for special ed students in general ed classes ● Period and daily attendance in general ed classes ● # of co-taught classes 	<p>Context Indicators:</p> <ul style="list-style-type: none"> ● Existing staff qualifications ● Student’s disability status ● Special Ed entry/reason code ● Student demographics ● Financial data spent on professional development ● Professional development taken by the general ed staff ● Core academic classes ● Disability status ● Entry/exit codes ● Staff demographics/qualifications

Objective I: High Expectations & Academic Rigor → Student Advancement Based on Mastery	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> ● Last year’s below basic scores ● D’s or F’s in Courses (core) last year ● Non-mastery of Formative Assessments ● End of course grades 	<p>Context Indicators:</p> <ul style="list-style-type: none"> ● Identify % of students failed and were Below Basic and were promoted anyway ● Staff demographics, qualifications ● Discipline rates ● Attendance/Tardies

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Objective I: High Expectations & Academic Rigor → Relationships	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> Student progress over time during period of “care” (vs. those that don’t) % of high school students in advisory programs attendance (high) discipline incidents (low) Student access to college and/or career counseling Enrollment in post-secondary institutions or training Student satisfaction surveys 	<p>Context:</p> <ul style="list-style-type: none"> Number of times met with “person” Consistency of relationship (matched) Activity when met Experience of counselor Counselor’s use of resources provided by the system # of home visits and effectiveness of serving as a home liaison

Objective I: High Expectations & Academic Rigor → Literacy	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> % of students proficient in reading (by grade level) ACT, PLAN, EXPLORE TCAP Course grades End of Course exams 	<p>Context Indicators:</p> <ul style="list-style-type: none"> Struggling readers identified in Excellence in Literacy initiative as Tier 1 Struggling readers identified for Language! Struggling readers identified for Read 180 (MS) or Jamestown Reader (HS) Subgroups for closing the gap (traditional ones such as ethnicity, race, socioeconomic, gender, etc.) Time spent with literacy instructional coaches Struggling early learner identified in Kindergarten Receipt of Kindergarten Intervention services Teacher experience (years)

Objective I: High Expectations & Academic Rigor → STEM	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> % of students proficient in science and mathematics (by grade level) ACT, PLAN, EXPLORE TCAP Course grades End of Course exams 	<p>Context Indicators:</p> <ul style="list-style-type: none"> Subgroups for closing the gap (traditional ones such as ethnicity, race, socioeconomic, gender, etc.) Time spent with mathematics instructional coaches Teacher experience (years) Education level (by degree) Certifications/endorsements Staff absences Staff professional development

Objective I: High Expectations & Academic Rigor → High Quality Career and Technical Education	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> % achieving certifications (by type) Progress toward certification ACT, PLAN, EXPLORE scores Graduation rate – Regular diploma, District goal 90% Remediation rate in college 	<p>Context Indicators</p> <ul style="list-style-type: none"> % of CTE concentrators (by type) # of CTE courses offered taken Industry certifications KeyTrain access/use (participation) instructor certifications and experience condition of equipment used in the course

Objective II: Individual Student Learning → Establish Multiple Pathways & Strategies for Success	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> Graduation rate (100/90/90/90) <ul style="list-style-type: none"> by pathway or strategy Gateway’s and End of Course Exams ACT, PLAN, EXPLORE TCAP Course grades College enrollment 	<p>Context Indicators:</p> <ul style="list-style-type: none"> \$ by program Enrollment by program Attendance among program participants How long program has been in existence Difference between subgroups going through program (gap analysis) Discipline events

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<ul style="list-style-type: none"> • College remediation 	<ul style="list-style-type: none"> • Teacher experience (years) • Education level (by degree) • Certifications/endorsements • Highly qualified status • Staff absences • # of discipline referrals • TAG status • Participation in music, art, band, athletics, JROTC, etc.
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Objective II: Individual Student Learning → Develop the Whole Child / Character Development	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> • Discipline/suspension rates • Attendance rates • Participation in co-curricular activities • Participation in music & arts education • Recognition of appropriate behaviors • ACT, PLAN, EXPLORE • TCAP • Course grades • End of Course exams 	<p>Context Indicators:</p> <ul style="list-style-type: none"> • Types of discipline/behavior problems reported • Teacher background and qualifications • Parental engagement • Type of character education program utilized

Objective II: Individual Student Learning → Academic Interventions and Supports	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> • Number of students (and percentage) identified as Learning Disabled • ACT, PLAN, EXPLORE • TCAP • Course grades • End of Course exams Successful exit numbers (and percentages) • Rates of students that successfully exit a RTI tier • On track to graduate (credits earned and lacked) • Student attendance 	<p>Context Indicators:</p> <ul style="list-style-type: none"> • \$ by intervention • Enrollment by intervention (e.g. Learning Center participation) • Length of participation in intervention • Difference between subgroups going through program (gap analysis) • Discipline events • Teacher identification • Teacher experience (years) • Education level (by degree) • Certifications/endorsements • Teacher absences • # of discipline referrals

Objective III: Aligning Supports in High Needs Schools → Support High Needs Schools	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> • Graduation rate (100/90/90/90) <ul style="list-style-type: none"> ○ By School program or service received • Test score improvements among program participants • Increase in attendance rates • Decrease in discipline events • Post-secondary enrollment • Student enrollment in honors and AP courses • Number of families utilizing services 	<p>Context Indicators:</p> <ul style="list-style-type: none"> • \$ by program • Enrollment by program • Attendance among program participants • Length of service received by participant • How long program has been in existence • Difference between subgroups going through program (gap analysis) • Teacher experience (years) • Education level (by degree) • Certifications/endorsements • Highly qualified status • Staff absences • # of discipline referrals • Student mobility • Teacher mobility • Teacher retention

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GOAL 1: Focus on the Student

	<ul style="list-style-type: none"> • Parent engagement • Community partnership (organization)
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Objective IV: Strong Student Supports and Services → Build a Comprehensive System of Services for All Students	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> • Supports / Services received by student • Number of students receiving supports • Student Attendance Decrease in discipline events after in the program • Increase in scores after entry into the program • Increase in attendance rates • Increase number of students at a healthy weight • Increase percentage of classrooms providing nutrition education and physical activity • Pre-K screening results 	<p>Context Indicators:</p> <ul style="list-style-type: none"> • Number of visits • Number of families receiving services • Number of RNs (staffing) • Hearing, vision, and blood pressure results • Immunizations administered • Diseases • Medications • Injuries • Body Mass Index (BMI) • Length of service received/administered

Objective IV: Strong Student Supports and Services → English Language Learners (ELL)	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> • Reading and math proficiency in ELL subgroup on TCAP • Verbal communication skills • Course grades • Amount of time ELL students receive direct instruction 	<p>Context Indicators:</p> <ul style="list-style-type: none"> • Location of service • Teacher • Teacher qualifications/certifications

Objective V: Strong Foundations → Birth to Kindergarten	
<p>Performance Indicator:</p> <ul style="list-style-type: none"> • Survey of Parenting Practice <ul style="list-style-type: none"> ○ Goals: 100% of parents reporting a gain in at least one area of growth after one year of service; 100% of parents attending at least one group meeting • Health, Developmental, and Social Emotional Screenings <ul style="list-style-type: none"> ○ Goal: 100% of eligible children screened and 100% of delays identified and addressed • Kindergarten Literacy Assessment (also known as the KLA; given at beginning and end of year) <ul style="list-style-type: none"> ○ Goal: 75% of children entering kindergarten scoring Proficient or Advanced on the KLA (moving toward 90%) • Preschool Developmental Checklist (2x a year) • Informal assessments by parent educators <ul style="list-style-type: none"> ○ Goal: 100% of parents completing homework activities with their children between each home visit, including daily reading • Kindergarten Teacher survey • 1st grade comprehensive tests • 2nd grade comprehensive tests • TCAP 	<p>Context Indicator:</p> <ul style="list-style-type: none"> • Personal visit records • KCS attendance records • Voluntary Pre-K participation or Title 1 preschool participation • Parent educator experience (years) • Teacher experience (years) • Certifications/endorsements • Highly qualified status • # of years in early education field (Kindergarten, pre-K, etc.) • Staff absences • # of completed home visits

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GOAL 1: Focus on the Student

Objective V: Strong Foundations → Pre-K	
<p>Performance Indicator:</p> <ul style="list-style-type: none"> • Early Childhood Environmental Rating Scale (ECERS; a state department requirement to self assess every classroom every 2 years) • Early Language & Literacy Observation (ELLCO; a state department requirement looking at the environment and teaching strategies to primarily support literacy, also a self evaluation performed every 2 years) • Kindergarten Literacy Assessment (KLA) • 1st grade reading benchmark tests • 2nd grade reading benchmark tests • Kindergarten teacher survey • Family survey • Informal assessments by teacher checklists • Preschool Developmental Checklist (used to document progress in all domains; checked 3x per year) 	<p>Context Indicator:</p> <ul style="list-style-type: none"> • \$ spent • Attendance • Teacher experience (years) • TA (teaching assistant) degree and education • Education level (by degree) • Certifications/endorsements • Highly qualified status • # of years teaching Pre-K • Staff absences • # of discipline referrals

Objective V: Strong Foundations → Kindergarten Intervention	
<p>Performance Indicator:</p> <ul style="list-style-type: none"> • Proficiency in Letter Names • Proficiency in Letter Sounds • Proficiency in Spelling • Proficiency in Word Reading • Proficiency in writing Text Level • Proficiency in reading Text Level • Kindergarten Literacy Assessment (KLA) • Percentage of students Below Expectation who participate in Intervention (Goal: 100%) • Percentage of students who moved to Meets or Exceeds Expectations • 1st and 2nd grade students scoring in the Below Expectations group 	<p>Context Indicator:</p> <ul style="list-style-type: none"> • Teacher experience (years) • Education level (by degree) • Certifications/endorsements • Highly qualified status • # of years delivering Kindergarten Intervention • Staff absences • # of discipline referrals • # of retentions in Kindergarten

Knox County Schools Strategic Plan Potential Measurements for Success

GOAL 2: Effective Educators

Objective I: Strong Leadership at Each School → Create a Pipeline of Talent for the Principalship	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> • Principal evaluation results (formal and informal) • School AYP rates (all subgroups) • Climate survey results (by teachers) • Principal retention rates • School value-added scores 	<p>Context Indicators:</p> <ul style="list-style-type: none"> • Principal preparation and training • Certifications/endorsements • Years of experience (being a principal) • Years of experience (being a teacher) • Survey data (TBD) • Performance contract • Salary

Objective I: Strong Leadership at Each School → Support and Professional Development for Principals	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> • Principal goals met (Principal performance plans) • Principal survey results (not currently collected) • Proportion of summer principals institute dedicated to professional learning activities • Professional development attended 	<p>Context Indicators:</p> <ul style="list-style-type: none"> • Support received or “course” attended • Length of support received • Identification of mentor principal • Principal training and certification • PLC participation

Objective II: High Quality Instruction → Build a Teacher Pipeline	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> • Student value-added scores • Teacher retention rates • Teacher mobility • Highly qualified % • % of teachers from top third of college class • Evaluations (by principals) 	<p>Context Indicators:</p> <ul style="list-style-type: none"> • Ranking on online application process • Incentives received • Teacher demographics (gender/race) • Teacher entry salary • Teacher experience (years) • Education level (by degree) • Certifications/endorsements • Highly qualified status • Staff absences • # of discipline referrals

Objective II: High Quality Instruction → Streamline Teacher Preparation and Induction Processes	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> • AYP examination of new teachers and mentors • Teacher turnover • Teacher mobility • student achievement – value-added scores • Teacher evaluations (by principals and peers) • Customer satisfaction data • Time to hire • Teacher job offer yield % 	<p>Context Indicators:</p> <ul style="list-style-type: none"> • Teacher experience (years) • Education level (by degree) • Certifications/endorsements • Highly qualified status • Staff absences • # of discipline referrals

Objective II: High Quality Instruction → Improve Teacher Evaluation, Retention, and Promotion Practices	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> • Evaluation “scores” • Teacher retention / mobility rates • # of educators recommended to receive Intensive assistance • % of teachers in leadership roles • Student achievement - value-added scores 	<p>Context Indicators:</p> <ul style="list-style-type: none"> • Evaluator • Promotion received Teacher attendance • Intensive Assistance (participation and outcome) • Other support received • Teacher demographics (gender/race)

Knox County Schools Strategic Plan Potential Measurements for Success

GOAL 2: Effective Educators

	<ul style="list-style-type: none"> • Teacher experience (years) • Education level (by degree) • Certifications/endorsements • Highly qualified status • Staff absences
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Objective II: High Quality Instruction → Teacher Collaboration and Leadership	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> • Student achievement – value-added growth, TCAP, ACT, EXPLORE, PLAN, Formative assessments • Student absences • Teacher mobility • Recovery credit needed/tutoring rates of students • % of schools with viable, active PLCs • Rubric scores (to be developed) 	<p>Context Indicators:</p> <ul style="list-style-type: none"> • Grade level • Content area • Professional development received by teacher • Surveys informal visits and walk-throughs • Teacher retention rates • Existence of protocols • Time set aside • Teacher experience (years) • Teacher absences

Objective III: Providing Support for Teachers → Effective Professional Development Activities	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> • Student achievement – value-added, TCAP, ACT, PLAN, EXPLORE • Teacher evaluations (by principals and peers) • % of PD offerings linked directly to KCS goals • Teacher survey data 	<p>Context Indicators:</p> <ul style="list-style-type: none"> • Type of professional development received • Content of professional development received • Amount of professional development (hours) • Teacher demographics (gender/race) • Teacher entry salary • Teacher experience (years) • Education level (by degree) • Certifications/endorsements • Highly qualified status • Staff absences • # of discipline referrals

Objective III: Providing Support for Teachers → Distribute Instructional Resources Equitably	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> • Average & Standard deviation of instructional support personnel deployed to schools • Cost to acquire and distribute resources <ul style="list-style-type: none"> • Achievement among students with these specific resources • Fidelity of implementation • % of staff using supplemental resources • Response time • Increased student achievement in all subgroups 	<p>Context Indicators:</p> <ul style="list-style-type: none"> • Resource types • Class type • Student demographics • Training received

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GOAL 3: Engaging Families and the Community

Objective I: Engage Parents and Our Community in Education → Build Family Educational Efficacy / Fully Implement Family Friendly Schools District-wide	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> ● Student achievement – Value-added growth, TCAP, ACT, PLAN, EXPLORE, 100/90/90/90 ● Responses to Family Engagement surveys ● Parent visits to schools and teacher meetings ● Active PTAs /PTOs in the KCS ● Parental contact with the school ● Attendance/tardiness ● Use of parent link (by parents and by schools) ● # and frequency of parent workshop ● <i>Family Friendly Schools Survey</i> results: <ul style="list-style-type: none"> ○ Satisfaction with Welcoming Environment ○ Satisfaction with Communication ○ Satisfaction with Degree of Involvement ○ Satisfaction with Support for Home Learning 	<p>Context Indicators:</p> <ul style="list-style-type: none"> ● Methods of engagement ● Tools provided for home learning ● School ● Principal ● Teacher information ● Student demographics (ethnicity, race, gender, socioeconomic, etc) ● Training received by staff ● Teacher certification and experience (years)

Objective I: Engage Parents and Our Community in Education → Communicate More Effectively with Parents and the Community	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> ● Graduation Rate ● Student Achievement (TCAP, ACT, EXPLORE, PLAN, etc) ● Student attendance ● Calls made to families through ParentLink ● Number of parents logging onto website (individual school sites and district site) ● % of inaccurate telephone numbers & addresses ● % of parents in regular contact with their school(s) ● Error responses (incoming comments about the communication) ● <i>Family Friendly Schools Survey</i> results: <ul style="list-style-type: none"> ○ Satisfaction with Communication ○ Satisfaction with Support for Home Learning 	<p>Context Indicators:</p> <ul style="list-style-type: none"> ● Number of parents reached (through Parent Link, mailings, etc.) ● Method of communication ● Frequency of communication

Objective I: Engage Parents and Our Community in Education → Develop a System to Broadly Identify and Coordinate Volunteer Opportunities	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> ● Student surveys ● Teacher impact → assigned values ● Teacher surveys ● Number of volunteers screened & deployed ● Number of person hours of service provided ● Volunteer surveys (re: coordination, user-friendliness of system) 	<p>Context Indicators:</p> <ul style="list-style-type: none"> ● Number of volunteers ● Volunteer hours ● Site of volunteer activity ● Type of volunteer activity

Objective II: Create & Embrace Meaningful Partnerships → Coordinate Focused District Partnerships / Principal for a Day	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> ● Achieving the partnership’s established goals ● Impact of partnerships (resources, training, school based activities) ● Rate of people seeking to participate ● Partnerships/relationships established ● Surveys ● Follow-up actions taken by participants in the experience 	<p>Context Indicators:</p> <ul style="list-style-type: none"> ● Types of partnerships ● Length of partnerships ● Level of partnership (school or district) ● Types of leaders who participate ● Principal and participant feedback

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GOAL 4: Infrastructure – Enabling Student Learning

Objective I: Consistently Focus on Operational Efficiency and Professionalism → Organizational Structure – Reorganize Functions for Greater Productivity and Efficiency	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> ● Return on investment <ul style="list-style-type: none"> ○ Cost of resource (salary, paper and raw materials, time) ○ Time to complete transactions/processes ● Survey data 	<p>Context Indicators:</p> <ul style="list-style-type: none"> ● Central office position ● Time spent in the position

Objective I: Consistently Focus on Operational Efficiency and Professionalism → Restructure HR / Focus on Customer Service & Efficiency	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> ● Return on Investment <ul style="list-style-type: none"> ○ Time for processes ○ \$ spent ○ Salaries ● Survey data (feedback from employees) ● Attendance rates ● Student performance ● Graduation rates ● Cost of transportation per student-mile ● Survey data / Customer service feedback (whether services provided are community friendly) 	<p>Context Indicators:</p> <ul style="list-style-type: none"> ● HR employee’s experience ● Type of service offered ● Data from calls

Objective II: Provide an Instructional Setting Where All Students are Encouraged to Learn → Provide a Safe and Secure Environment for Students and Employees	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> ● Survey data (Feedback from staff and students) ● Violent or other dangerous incidents documented ● Arrests in schools ● Suspension / Expulsions ● Attendance rates ● Teacher mobility ● Behavior incidents 	<p>Context Indicators:</p> <ul style="list-style-type: none"> ● Teacher background ● Teacher experience ● School Resource Officer (SRO) background/experience

Objective II: Provide an Instructional Setting Where All Students are Encouraged to Learn → Create a 21st Century Learning Environment	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> ● Technology in place ● Student performance ● Student attendance ● Average age of computers ● Proportion of computers 5 years old or more ● % of teachers trained in using specific instructional technologies (i.e. smartboards) ● Return on technology investment <ul style="list-style-type: none"> ○ Purchase price of asset ○ Maintenance cost ○ Life of asset ○ Number of users 	<p>Context Indicators:</p> <ul style="list-style-type: none"> ● \$ spent on technology ● Professional development for teachers ● Teacher experience (years) ● Education level (by degree) ● Certifications/endorsements ● Highly qualified status

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GOAL 4: Infrastructure – Enabling Student Learning

Objective II: Provide an Instructional Setting Where All Students are Encouraged to Learn → Build Capacity to Assess and Analyze Facilities	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> • Cost to operate facility (including maintenance, debt & interest, personnel, or other) • Facilities Condition Index (deficiencies / total replacement cost) • Energy costs of facility • Price per square footage • Maintenance costs of each facility • Facilities Condition Index • Costs saved from reducing operating or maintenance costs 	<p>Context Indicators:</p> <ul style="list-style-type: none"> • Value of the building • Age of the building • Size of the building (square footage) • Location of the building (proximity to central office and address) • Number of employees located at this site
Objective III: Transform Data into Actionable Knowledge → Education Management Information System (Data Warehouse)	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> • Data available to teachers • Technology available in each classroom • Teacher's use of data • Speed at which it is available • Student performance 	<p>Context Indicators:</p> <ul style="list-style-type: none"> • User-friendliness of data • Professional development regarding data • \$ spent on generating or providing data
Objective III: Transform Data into Actionable Knowledge → Develop the Knowledge to Manage a Dynamic Student Population	
<p>Performance Indicators:</p> <ul style="list-style-type: none"> • Attendance rates (increased overall absences) • Number of students with truancy issues • Student performance • Graduation rates • Accurate enrollment projections 	<p>Context Indicators:</p> <ul style="list-style-type: none"> • Reason for missing school • # of student transfers • % of student transfers granted • Person addressing attendance issue