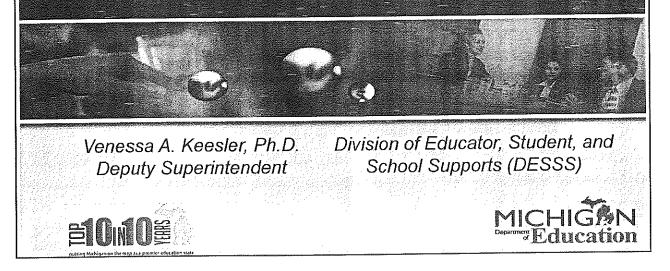
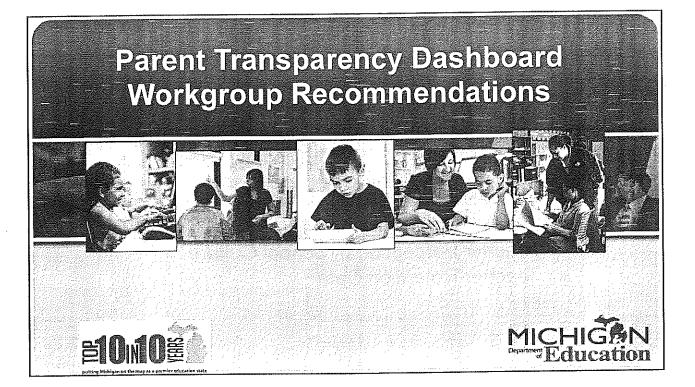
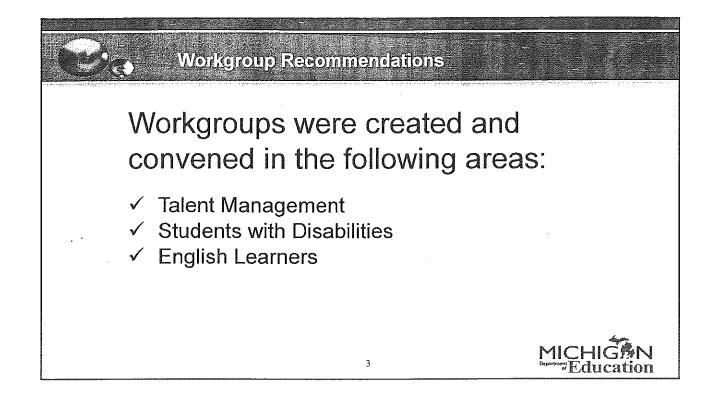
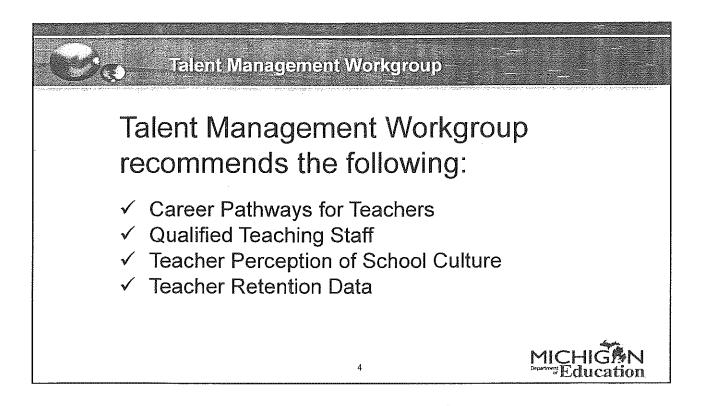
Parent Transparency Dashboard Workgroup Recommendations









Talent Management Workgroup

Career Pathways for Teachers

Percent of teachers within the school serving in hybrid, differentiated, and/or distributed leadership roles

5

Talent Management Workgroup

Qualified Teaching Staff

The three-year average percentage (in 5% bands) of all teachers of record who are teaching using a credential other than an interim, interim occupational, provisional, professional, or enhanced teacher certificate that carries an endorsement

6

Talent Management Workgroup

Teacher Retention Data

Recommend that three-year averaging for counts be provided for both intra (within)-year and inter (across)-year at the building level. If percentages are used, then present counts alongside because percentages might be misleading for small sample sizes

7

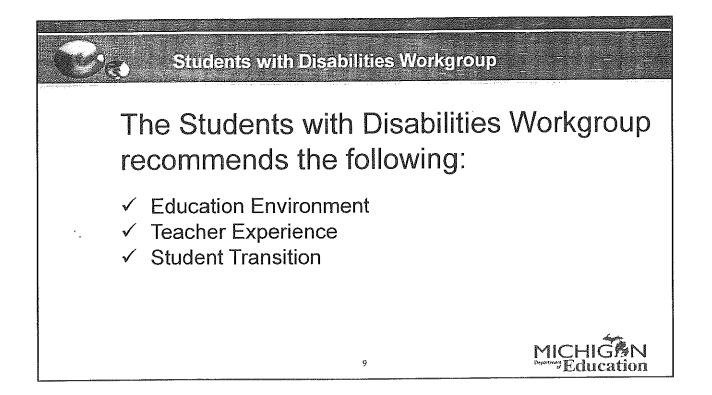
Talent Management Workgroup

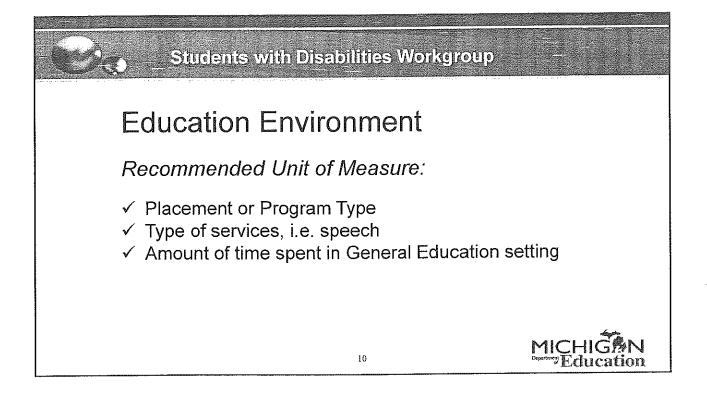
Teacher Perception of School Culture

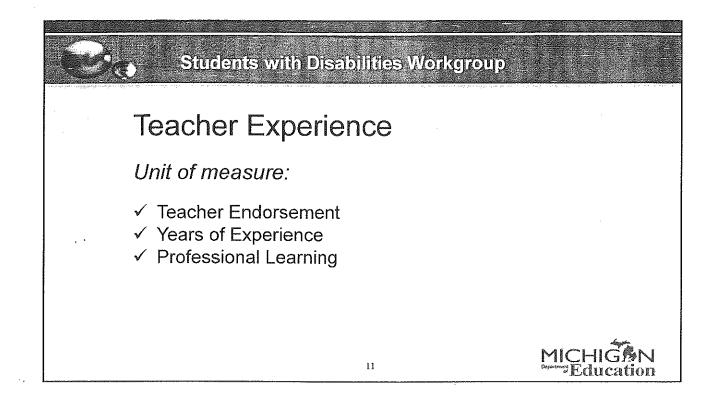
Survey results

The National Center on Safe Supportive Learning Environments (see Option 1 below) reports that the US Department of Education is establishing benchmarks to provide comparison data for districts and schools; it is unclear when that might occur or if there will be one or multiple data points. The National School Climate Center (see Option 2 below) provides multiple data points. It is likely that whatever measure is used, further calculations would be needed to provide one score per school

8









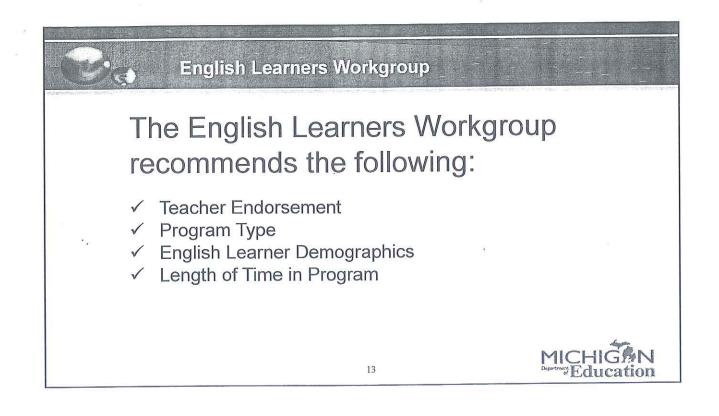
Student Transition

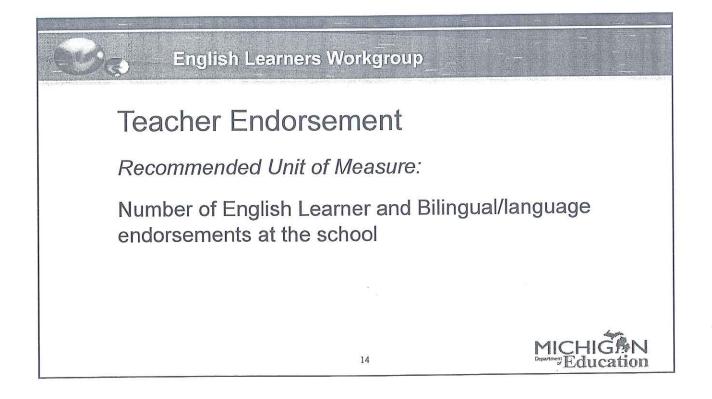
Unit of measure:

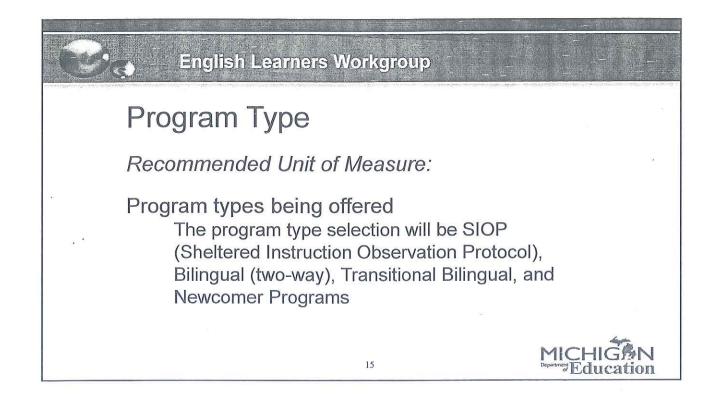
Percent of youth who are no longer in secondary school, had individualized education programs (IEPs) in effect at the time they left school, and were:

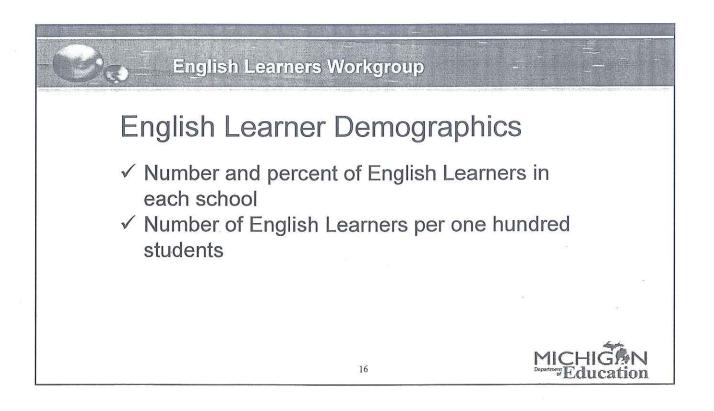
- ✓ Enrolled in higher education within one year of leaving high school
- Enrolled in higher education or competitively employed within one year of leaving high school
- Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school

12









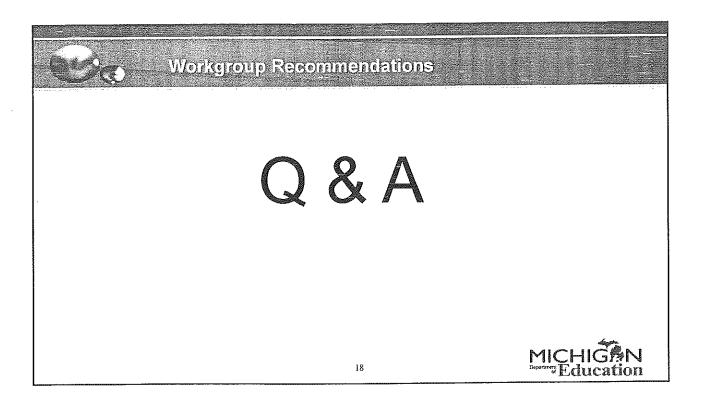


Length of Time in Program

Number of consecutive years the student was enrolled in the English Learner program before they exited

17

Education



MACA Budget Report

Statement Period

1/1/2018 through 1/31/2018

CHECKING ACCOUNT

		Balance
01/01/2018	Balance Forward	1.00
01/31/2018	Ending Balance	1.00

SAVINGS ACCOUNT

		Balance
01/01/2018 01/01/2018	Balance Forward Dividend	14,660.25
01/01/2018	IRS Withholding	
12/31/2017	Ending Balance	14,660.25

YTD SUMMARIES

Total YTD Dividends Received	0.00
Total YTD IRS Withholding	0.00
2017 Dividends Received	21.98
2016 IRS Withholding	6.14

Respectfully submitted by: John Thero, South Lake Schools