



ALLEN COUNTY SCHOOLS—L3 Accountability Metrics

DOMAIN: Profile of a Patriot		
STRATEGIES/EXPERIENCES	PROCESS MEASURES	PERFORMANCE MEASURES
A. School system, community, and parents come together to develop and frequently review the Profile of a Patriot to ensure that there are clear criteria that demonstrates learning.	✓ Number and types of strategies for disseminating the Profile of a Patriot across schools and the community - (Narrative)	1. 80% of students meet the PoP—Resilient Learner performance outcomes during transition years, <i>as measured by Abre data.</i>
B. Project-based learning that occurs in a classroom environment where students focus on multidisciplinary skill development and prepare to showcase and explain their learning.	✓ Number and types of project-based learning opportunities (PBL tracker and Needs Assessment Survey) ✓ Students reporting favorable experiences with project-based learning (YouthTruth data via Abre Form)	2. 80% of students meet the PoP—Creative Problem Solver performance outcomes during transition years, <i>as measured by Abre data.</i>
C. Students participate in small scale presentations prior to the actual defense/ practice / science fair type presentations.	✓ Number of artifacts recorded in Abre each year (Static: Defenses, exhibitions, and student-led conferences; Abre: Count/Number; Abre (Number in draft form, completed)	3. 80% of students meet the PoP—Accountable Collaborator performance outcomes during transition years, <i>as measured by Abre data.</i>
D. Students have opportunities for critique, feedback, and revision and use case studies develop a clear understanding of what good work looks like.		4. 80% of students meet the PoP—Effective Communicator performance outcomes during transition years, <i>as measured by Abre data.</i>
E. Students compile artifacts over time that demonstrate individual growth, skill mastery, and advancement. Evidence of learning will be maintained in a digital (or similar) portfolio with examples of previously completed projects.		5. 80% of students meet the PoP—Engaged Global Citizen performance outcomes during transition years, <i>as measured by Abre data.</i>
F. Students have opportunities to present and are given the chance to demonstrate learning in ways that best fit their needs/preferences.	✓ Number of exhibition opportunities offered (Goes with #3 narrative) ✓ Number of successful Defenses of Learning (Principal self-report)	

DOMAIN: Foundational Elements

STRATEGIES/EXPERIENCES	PROCESS MEASURES	PERFORMANCE MEASURES
A. Deliver an instructional model characterized by authentic learning, meaningful assessment, personalized learning, and a focus on mastery and equity.	✓ Number of students receiving instructional intervention based on FastBridge skills (<i>Narrative of interventions; Number of interventions from MTSS data</i>) ✓ Number of students meeting benchmarks (Fastbridge)	6. 80% of students score at proficient (or above) levels in Math, as measured by MVPA scores. 7. 80% of students score at proficient (or above) levels in Reading, as measured by MVPA scores. 8. 80% of students receiving instructional intervention will achieve expected growth in Math, as measured by <i>Fastbridge</i> 9. 80% of students receiving instructional intervention will achieve expected growth in Reading, as measured by <i>Fastbridge</i>.

DOMAIN: Student Wellbeing		
STRATEGIES/EXPERIENCES	PROCESS MEASURES	PERFORMANCE MEASURES
A. Implement a universal screener for assessing student social, academic, and emotional risks and assigning students to tiered services.	✓ Number and percentage of students identified as high risk, some risk, and low risk by the (FastBridge SEL screener)	10. Average emotional and mental health score, as measured by the Youth Truth Student Survey—Emotional and Mental Domain.
B. Embed Mental Health Therapists (MHTs) in schools to support students' emotional and mental health needs.	✓ Embedded MHT activities (Project Prevent data via Abre Form) ✓ Number of students receiving school-based mental health services (Project Prevent data via Abre Form)	11. Average school culture score, as measured by the Youth Truth Student Survey—Culture Domain (via Abre Form). 12. Annual school attendance will meet or exceed 95%, as measured by attendance data housed in Infinite Campus.
C. Devote spaces in each school as relax/recharge rooms for students to de-escalate and reset.	✓ Frequency of relax/recharge rooms/space utilization by school (Project Prevent data via Abre Form)	
D. Provide mental health training to all student-facing staff around topics such as Trauma-Informed Care, Youth Mental Health First Aid, etc.	✓ Number and frequency of training offerings (Project Prevent data via Abre Form)	

*While not listed as an individual strategy/experience, it is understood that cultivation of partnerships and community involvement will be essential for making and receiving mental health referrals, providing community education, etc.

DOMAIN: College Career Readiness		
STRATEGIES/EXPERIENCES	PROCESS MEASURES	PERFORMANCE MEASURES
A. Review and expand career pathways, dual-credit and early college options to prepare students for college/career upon graduation.	✓ Number and types of high-demand college/career pathways offered (<i>SchoolLinks</i>) ✓ Number of dual-credit courses offered (<i>SchoolLinks</i>) ✓ Number of students enrolling in career pathways and/or dual-credit courses (<i>SchoolLinks</i>)	13. 65% of CTE students will graduate having attained an industry-recognized credential, as measured by data housed in <i>SchoolLinks</i>. (<i>TEDS via Abre Form</i>) 14. 60% of all students will graduate with one or more postsecondary credits that are part of a program of study that culminates with an associate, bachelor's, or advanced degree, or completion of a Registered Apprenticeship Program, as measured by data housed in <i>SchoolLinks</i>. (<i>SchoolLinks and IC</i>)
B. Student interest inventories are used to identify student passions in order to connect learning to their individual interests and then allow student choice to drive some areas of focus.	✓ Number of students completing interest inventories each year (<i>SchoolLinks</i>)	
C. Students need the ability to go into the community and participate in internships & receive real-world experience within their area of interest.	✓ Number of students participating in internships, apprenticeships, or other work-based learning experiences (<i>SchoolLinks</i>)	15. 65% of CTE students will graduate having completed 40 or more hours of work-based learning for which the received wages and/or academic credit, as measured by data housed in <i>SchoolLinks</i>. (<i>IC</i>)
D. Provide focused, ongoing support for students throughout their preparation for college/career by providing regular check-ins with the P3 Career Counselor .	✓ Number of student meetings each semester with the P3 Career Counselor or other appropriately trained adult (e.g., school counselor, college advisor, career coach) for education and career counseling (<i>P3 counselor in SchoolLinks; Other counselors need to use SchoolLinks</i>)	16. 90% of all students will have a personalized postsecondary educational and career plan each year, as measured by data housed in <i>SchoolLinks</i>. (<i>SchoolLinks course planner</i>).

*While not listed as an individual strategy/experience, it is understood that cultivation of partnerships and community involvement will be essential for establishing pathways, offering work-based learning experiences, etc.