

Vision 2026 Strategy	Indicator	Data Source(s)	Description - what does this tell us?	Why is this important?	Baseline 2021-22	Time of year information is	Notes
Learning Acceleration/Balanced Assessment System	Early Reading Achievement (K-1)	FastBridge early reading	FastBridge earlyReading is an assessment of essential early reading skills such as concepts of print, phonemic awareness, phonics, and fluency.	A strong foundation in early reading skills is necessary for long term academic excellence.	Will be determined after first year of administration	October	
Learning Acceleration/Balanced Assessment System	English Language Arts Achievement (2-5)	Illinois Assessment of Readiness (IAR) FastBridge Adaptive Reading Assessment	The Illinois Assessment of Readiness (IAR) is the state assessment and accountability measure for Illinois students enrolled in a public school district. This assessment measures the New Illinois Learning Standards in English Language Arts, and is administered for students in grades 3-8. FastBridge aReading is a computer-administered adaptive assessment that measures broad reading ability and predicts overall reading achievement. This assessment is administered three times a year. Student scores include norm-referenced data. Norms indicate how the student performs (or ranks) relative to her grade level peers nationally or locally.	Demonstrating proficiency in grade level reading and writing is necessary for long term academic excellence.	IAR: 42% FastBridge: Will determine at the end of the year	October	
Learning Acceleration/Balanced Assessment System	English Language Arts Achievement (6-8)	Illinois Assessment of Readiness (IAR) FastBridge Adaptive Reading Assessment	The Illinois Assessment of Readiness (IAR) is the state assessment and accountability measure for Illinois students enrolled in a public school district. This assessment measures the New Illinois Learning Standards in English Language Arts. FastBridge aReading is a computer-administered adaptive assessment that measures broad reading ability and predicts overall reading achievement. This assessment is administered three times a year. Student scores include norm-referenced data. Norms indicate how the student performs (or ranks) relative to her grade level peers nationally or locally.	Demonstrating proficiency in grade level reading and writing is necessary for long term academic excellence.	IAR: 42% FastBridge: Will determine at the end of the year	October	
Learning Acceleration/Balanced Assessment System	Percentage of students meeting reading growth target (K-8)	FastBridge early reading (K-1) and FastBridge Adaptive Reading (2-8) growth	This metric highlights how much growth students make over the course of a school year.	To achieve academic excellence all students need to demonstrate adequate growth. Growth reports allow the district and school to identify programming needs.	Will be determined at the end of the year	October	
Learning Acceleration/Postsecondary Opportunities	High School English Language Arts Proficiency	College and Career Readiness Indicators	The College and Career Readiness Indicator measures the percentage of seniors that meet proficiency targets for English Language Arts. These include: ELA Advanced Placement (AP) Exam (Score of 3 or Higher) ELA AP Course (Grade of A, B, or C) Dual Credit English Course (Grade of A, B, or C) Transitional English (Grade of A, B, or C) Minimum ACT Subject Scores of English: 18 and Reading: 22 Minimum SAT Subject Score of Evidence-Based Reading and Writing: 540	This metric is aligned to the ISBE College and Career Readiness metric that considers multiple measures in determining student readiness upon high school graduation.	Will be determined at the end of the year	October	
Learning Acceleration/Balanced Assessment System	Early Math Achievement (K-1)	FastBridge early math	FastBridge earlyMath measures developing kindergarten and first grade math skills.	A strong foundation in early math skills is necessary for long term academic excellence	Will be determined after first year of administration	October	
Learning Acceleration/Balanced Assessment System	Math Achievement (2-5)	Illinois Assessment of Readiness (IAR) FastBridge Adaptive Math	The Illinois Assessment of Readiness (IAR) is the state assessment and accountability measure for Illinois students enrolled in a public school district. This assessment measures the New Illinois Learning Standards in Mathematics, and is administered for students in grades 3-8. FastBridge aMath is a computer-administered adaptive assessment that measures broad mathematic skills and predicts overall math achievement. This assessment is administered three times a year. Student scores include norm-referenced data. Norms indicate how the student performs (or ranks) relative to her grade level peers nationally or locally.	Demonstrating proficiency in grade level mathematics is necessary for long term academic excellence.	IAR: 51% FastBridge: Will determine at the end of the year	October	
Learning Acceleration/Balanced Assessment System	Math Achievement (6-8)	Illinois Assessment of Readiness (IAR) FastBridge Adaptive Math	The Illinois Assessment of Readiness (IAR) is the state assessment and accountability measure for Illinois students enrolled in a public school district. This assessment measures the New Illinois Learning Standards in Mathematics. FastBridge aMath is a computer-administered adaptive assessment that measures broad mathematic skills and predicts overall math achievement. This assessment is administered three times a year. Student scores include norm-referenced data. Norms indicate how the student performs (or ranks) relative to her grade level peers nationally or locally.	Demonstrating proficiency in grade level mathematics is necessary for long term academic excellence.	IAR: 33% FastBridge: Will determine at the end of the year	October	

Vision 2026 Draft Dashboard

Vision 2026 Strategy	Indicator	Data Source(s)	Description - what does this tell us?	Why is this important?	Baseline 2021-22	Time of year information is	Notes
Learning Acceleration/Balanced Assessment System	Percentage of students meeting FastBridge math growth target (K-8)	FastBridge	This metric highlights how much growth students make over the course of a school year.	To achieve academic excellence all students need to demonstrate adequate growth.	Will be determined at the end of the year	October	
Learning Acceleration/Postsecondary Opportunities	High School Math Proficiency	College and Career Readiness Indicators	The College and Career Readiness Indicator measures the percentage of seniors that meet proficiency targets for English Language Arts. These include: Math Advanced Placement (AP) Exam (Score of 3 or Higher) Math AP Course (Grade of A, B, or C) Dual Credit Math Course (Grade of A, B, or C) Transitional Math (Grade of A, B, or C) Algebra II (Grade of A,B, or C) Minimum ACT Subject Score of Math: 22 and Math Course in Senior Year Minimum SAT Subject Score of Math: 540 and Math Course in Senior Year	This metric is aligned to the ISBE College and Career Readiness metric that considers multiple measures in determining student readiness upon high school graduation.	Will be determined at the end of the year	October	
Learning Acceleration/Balanced Assessment/Preparing students for postsecondary opportunities	PSAT to SAT Growth	PSAT and SAT Composite Growth	Students take the PSAT 8/9, PSAT 10 and SAT. Growth over time on this suite of assessments can assist in tracking academic progress and preparation for postsecondary opportunities.	PSAT to SAT growth assists in monitoring both equity and rigor of coursework.	Not yet available	October	
Learning Acceleration/Preparing students for postsecondary opportunities	Freshmen on Track	ISBE metric	Students identified as "on track" have earned at least five full-year course credits (10 semester credits) and have earned no more than one semester "F" in a core course (English, math, science, or social science).	Freshmen on track is a key predictor of high school success. Students who finish the ninth-grade year on track are almost four times as likely to graduate from high school as students who are not on track.	90.90%	October	
Learning Acceleration/Preparing students for postsecondary opportunities	Graduation Rate	ISBE metric	This metric is the percentage of graduating students who graduated in 4 years. This includes any student who enters our school at any time, with any level of credit.	The graduation rate gives insight into how many students are earning a high school diploma in a timely manner once they enroll.	95%	October	
Preparing student for postsecondary opportunities	Advanced Coursework	AP, Dual Credit and Industry-Recognized Credential	This data tell us the percentage of students that graduate from CUSD 200 that earn a "C" or better in an AP or Dual Credit Course or earn an industry-recognized credential.	There is strong evidence that earning a "C" or higher in early college coursework improves college transitions, persistence, and completion, especially for students traditionally underrepresented in higher education. Students that earn an Industry Credential have met qualifications or competence in a specific skill set related to a particular industry or occupation. Industry Credentials are broadly sought or accepted by employers as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes.	70% (not including Industry Credentials)	November	
Social Emotional Learning	Student Connectedness (3-12)	Trusted Adult Relationship Survey	The trusted adult survey tells us if a student can identify a friendly adult at school who helps students to feel safe and supported, and establishes a relationship based on mutual respect.	Research supports that a positive relationship with a trusted adult is second only to family connectedness as a strong protective factor against emotional distress.	Elementary: 95% MS: 84% HS: 88%	May / June	
Social Emotional Learning	Activities / Co-Curricular Participation (9-12)	Internal Monitoring System	The percentage of students participating in athletics, activities, and/or a club	Participating in co-curricular activities enhances the student learning experience and can enhance school connectedness.	Available in Summer 2022	June	
Social Emotional Learning	Attendance	ISBE / Internal System	Percent of K-12 students with at least 90% attendance	Students attending school are more likely to demonstrate academic success.	Available in Summer 2022	July	
Hire, develop and retain diverse, high quality staff	Teacher Retention	ISBE Metric	A high level of teacher retention tells us that teachers who were hired by CUSD 200 remain as employees in the school district. CUSD 200 works to be competitive with salary and benefits compared to our comparative districts to help maintain a high teacher retention rate.	Stability in the teaching staff helps to foster a collaborative environment in which teachers work together to advance student achievement.	93.10%	October/November	

Vision 2026 Strategy	Indicator	Data Source(s)	Description - what does this tell us?	Why is this important?	Baseline 2021-22	Time of year information is	Notes
Hire, develop and retain diverse, high quality staff	Principal Retention	ISBE Metric	A high level of principal retention tells us that principals who were hired by CUSD 200 remain as leaders in the school district. CUSD 200 works to be competitive with salary and benefits compared to our comparative districts to help maintain a high principal retention rate.	Stable leadership motivates teachers and creates a positive environment for students, staff, parents and administration.	99%	October/November	
Hire, develop and retain diverse, high quality staff	% Positions Filled	D200 Metric	The amount of unfilled positions will help identify hard to fill positions within our school district.	The Human Resources Department monitors unfilled positions throughout the school year and look for additional applicants, alternatives and pathways to recruit candidates to fill all positions. There are times that we need to outsource positions in specialty and hard to fill areas.	40 open positions (certified 5 non-certified 35)	October/November	
Hire, develop and retain diverse, high quality staff	Staff Demographic	ISBE Metric	Information is gathered about the race/ethnicity of school and district employees.	As the student population becomes more diverse, CUSD 200 is recruiting to hire more diverse staff to meet the needs of our changing student demographics.	2021-2022 CUSD Demographic Data	October/November	
Fiscal Health	Finance Overview Document	D200	The Finance Overview Document provides the public with a recent historical overview of all CUSD 200 financial related information at one point in time.	The Finance Overview Document provides the public with a transparent look into important financial information, all of which is centralized into a single document.	No baseline	May	
Fiscal Health	Balanced Budget	D200	A balanced budget tells us that all expected revenues and expenditures are balanced and at least equal for the upcoming fiscal year.	A balanced budget signifies that there are no short-term operational inequities as it relates to overall revenues and expenditures in a given fiscal year.	Yes or No	September	
Fiscal Health	Fund Balance	D200	The Districts fund balance indicates the amount of cash on hand, by fund as of June 30th of every fiscal year.	Building and maintaining an adequate fund balance is a prudent fiscal policy with critical benefits for any government body. CUSD 200 has a BOE Policy that sets our fund balance target in the range of 25%-40%, representing approximately 90 to 140 days of operation. The Illinois State Board of Education awards those districts with three months fund balance its highest Financial Profile sub score.	33% - FY2021	December	
Fiscal Health	Finance Profile Score	ISBE Metric	The Illinois State Board of Education awards a financial profile score to all Illinois School Districts on an annual basis. The financial profile score is a benchmarking tool used by analysts to evaluate a school district's financial health at one point in time.	ISBE has used its financial profile to evaluate school districts since 2003. The overarching goal is to objectively assess the financial health of all school districts so that the public can gain a better understanding of where their district ranks in comparison to others.	3.9 - FY2021	March	
Fiscal Health	Bond Rating	External Bond Rating Agency	A bond rating is a letter-based credit scoring designation used to judge the quality and creditworthiness of a bond.	The higher the bond's rating, the lower the interest rate it will carry. Lower interest rates reduce the cost of debt to taxpayers and typically will allow the borrower to access more principal/capital, all other things being equal.	AA+	Updated/affirmed when bonds are issued and/or refinanced	
Facilities Master Plan	Facilities Overview Document	D200	The Facilities Overview Document provides the public with a recent historical overview of all CUSD 200 capital project related information at one point in time.	The Facilities Overview Document provides the public with a transparent look into important capital and facility information, all of which is centralized into a single document.	Single centralized document - no baseline	May	
Facilities Master Plan	Capital Projects Complete	D200	This data shows what previous year-over-year capital projects have been completed in the District.	This data shows the public that the commitment to the Sherman-Dergis funding model is being adhered to while highlighting completed projects on a yearly basis.	\$7.2M Sherman-Dergis Funding Commitment	November	
Facilities Master Plan	Long Term Debt Schedule	PMA	This data shows what current debt the District has and when the debt is due.	Highlighting our existing debt structure helps the community understand how a portion of future tax levies will look while providing the BOE with the tools to review future capital needs and borrowing opportunities.	No baseline	November	
Facilities Master Plan	Master Facility Plan Improvements	Legat/D200	This data shows what upcoming major facility improvements are planned and what major improvements have been completed.	This data shows the public that the commitment to the Sherman-Dergis funding model is being adhered to while highlighting upcoming projects in the next coming years.	\$7.2M Sherman-Dergis Funding Commitment	November	
Community Engagement	5 Essentials	ISBE Data	Provides student, teacher, and parent feedback on organization of schools to demonstrate instructional improvement	It is an annual survey that all schools participate in each year.		June	

Vision 2026 Draft Dashboard

Vision 2026 Strategy	Indicator	Data Source(s)	Description - what does this tell us?	Why is this important?	Baseline 2021-22	Time of year information is	Notes
Learning Acceleration Balanced Assessment Organizational Culture Community Engagement Hire, develop and retain diverse, high-quality staff	Equity Journey Continuum	ISBE Metric	The Equity Journey Continuum analyzes data in three areas: Student Learning, Learning Conditions, and Elevating Educators. The tool uses the data to place districts in one of the steps along the continuum — from Step 1 (large gaps in equity) to Step 4 (minimal gaps in equity)	The tool allows districts to view their data through an equity lens, helping to identify gaps in student achievement, access to opportunities, and supports with the goal of providing improved outcomes for students.	Student Learning: 1.82 Learning Conditions: 3.11 Elevating Educators: 4.24	October	