2017-2018 CUSD Journey 2025 Proposed Metrics
District Achievement Goals**

	4	3	2	1
1. Grade level proficiency will be achieved.				
a. Students at all grade levels will exceed state AzMERIT scores in ELA and mathematics.	CUSD will exceed state proficiency percentages at all grade levels in ELA and mathematics and will exceed the state by 15 percentage points in at least 75% of subject areas.	CUSD will exceed state proficiency percentages at all grade levels in ELA and mathematics and will exceed the state by 15 percentage points in at least 50% of subject areas.	CUSD will exceed state proficiency percentage in all of the areas.	CUSD will exceed state proficiency percentage in at least 75% of the areas.
b. Students at the K-6 grade level will show growth between beginning of the year pre-assessment and end of the year post-assessment in ATI.	At least 90% of CUSD elementary sites will have 75% of their students demonstrate expected growth maintained or exceeded in mathematics, ELA and science.	At least 75% of CUSD elementary sites will have 75% of their students demonstrate expected growth maintained or exceeded in mathematics, ELA and science.	At least 75% of CUSD elementary sites will have 60% of their students demonstrate expected growth maintained or exceeded in mathematics, ELA and science.	At least 60% of CUSD elementary sites will have 60% of their students demonstrate expected growth maintained or exceeded in mathematics, ELA and science.
2. Students at all grade levels will score in the top 20 percent of AZ districts (*1,000 or more students per grade level*) in ELA and mathematics on AzMERIT.				
	CUSD will be in the top quintile in at least 80% of the areas.	CUSD will be in the top quintile in at least 70% of the areas.	CUSD will be in the top quintile in at least 60% of the areas.	CUSD will be in the top quintile in at least 50% of the areas.

	4	3	2	1
3. Students in 3rd grade will read at least at grade level.				
a. The percent of 3rd grade students performing at grade level will increase in ELA. (*Defined by proficient and highly proficient on AzMERIT ELA*) ARS 15-701.2	At least 60% of 3rd grade students are proficient and highly proficient on AzMERIT ELA.	Between 55% and 59% of 3rd grade students are proficient and highly proficient on AzMERIT ELA.	Between 50% and 54% of 3rd grade students are proficient and highly proficient on AzMERIT ELA.	Between 45% and 49% of 3rd grade students are proficient and highly proficient on AzMERIT ELA.
b. Students in the 3rd grade will demonstrate expected growth maintained or exceeded on the 3rd grade ATI post assessment for ELA.	At least 90% of CUSD elementary sites will have 75% of their students demonstrate expected growth maintained or exceeded in 3rd grade ELA.	At least 75% of CUSD elementary sites will have 75% of their students demonstrate expected growth maintained or exceeded in 3rd grade ELA.	At least 75% of CUSD elementary sites will have 60% of their students demonstrate expected growth maintained or exceeded in 3rd grade ELA.	At least 60% of CUSD elementary sites will have 60% of their students demonstrate expected growth maintained or exceeded in 3rd grade ELA.
4. Indicators for career/college readiness will increase. **(Scores for 4a through 4m will be averaged for one overall score for goal 4.)**				
a. Scholarship Dollars	In excess of $130 million scholarship dollars earned by graduating seniors	Between $120 and $129.9 million scholarship dollars earned by graduating seniors	Between $110 and $119.9 million scholarship dollars earned by graduating seniors	Between $100 and $109.9 million scholarship dollars earned by graduating seniors
b. Service Learning Hours	CUSD secondary students will accumulate, on average, at least 5.5 hours of service learning hours per student.	CUSD secondary students will accumulate, on average, at least 5.0 hours of service learning hours per student.	CUSD secondary students will accumulate, on average, at least 4.5 hours of service learning hours per student.	CUSD secondary students will accumulate, on average, at least 4.0 hours of service learning hours per student.
c. National Merit Scholars, Flinn Scholars	Number of qualifying National Merit Semifinalists and Flinn Scholars will be at least 30.	Number of qualifying National Merit Semifinalists and Flinn Scholars will be 27, 28 or 29.	Number of qualifying National Merit Semifinalists and Flinn Scholars will be 24, 25, or 26.	Number of qualifying National Merit Semifinalists and Flinn Scholars will be between 21, 22 or 23.
d. Advanced Placement Tests	Number of AP Tests will be at least 6,934 exams.	Number of AP Tests will be at least 6,420 exams.	Number of AP Tests will be at least 6,012 exams.	Number of AP Tests will be at least 5,604 exams.

	4	3	2	1
e. Advanced Placement Scores	The percent of passing AP scores (3,4,5) will be at least 68%.	The percent of passing AP scores (3,4,5) will be between 64% and 67.9%.	The percent of passing AP scores (3,4,5) will be between 61% and 63.9%.	The percent of passing AP scores (3,4,5) will be between 58% and 60.9%.
f. ACT ASPIRE All 7th Grade Students	The percentage of 7th grade students that are on track for college readiness in both STEM and ELA as measured by the ACT Aspire increases to 64.5%.	The percentage of 7th grade students that are on track for college readiness in both STEM and ELA as measured by the ACT Aspire increases beyond 63.0%.	The percentage of 7th grade students that are on track for college readiness in both STEM and ELA as measured by the ACT Aspire does not fall below 61.5%.	The percentage of 7th grade students that are on track for college readiness in both STEM and ELA as measured by the ACT Aspire does not fall below 60.0%.
g. ACT – Mathematics District Choice State Testing ALL 11th Grade	The percent of students meeting the Career and College Readiness Benchmark in mathematics (22) will be higher than all states testing at least 85% of their population.	The percent of students meeting the Career and College Readiness Benchmark in mathematics (22) will be in the top 3 in comparison to states testing at least 85% of their population.	The percent of students meeting the Career and College Readiness Benchmark in mathematics (22) will be in the top 5 in comparison to states testing at least 85% of their population.	The percent of students meeting the Career and College Readiness Benchmark in mathematics (22) will be in the top 7 in comparison to states testing at least 85% of their population.
h. ACT – English District Choice State Testing ALL 11th Grade	The percent of students meeting the Career and College Readiness Benchmark in English (18) will be higher than all states testing at least 85% of their population.	The percent of students meeting the Career and College Readiness Benchmark in English (18) will be in the top 3 in comparison to states testing at least 85% of their population.	The percent of students meeting the Career and College Readiness Benchmark in English (18) will be in the top 5 in comparison to states testing at least 85% of their population.	The percent of students meeting the Career and College Readiness Benchmark in English (18) will be in the top 7 in comparison to states testing at least 85% of their population.

	4	3	2	1
i. ACT – Reading District Choice State Testing ALL 11th Grade	The percent of students meeting the Career and College Readiness Benchmark in reading (22) will be higher than all states testing at least 85% of their population.	The percent of students meeting the Career and College Readiness Benchmark in reading (22) will be in the top 3 in comparison to states testing at least 85% of their population.	The percent of students meeting the Career and College Readiness Benchmark in reading (22) will be in the top 5 in comparison to states testing at least 85% of their population.	The percent of students meeting the Career and College Readiness Benchmark in reading (22) will be in the top 7 in comparison to states testing at least 85% of their population.
j. ACT – Science District Choice State Testing ALL 11th Grade	The percent of students meeting the Career and College Readiness Benchmark in science (23) will be higher than all states testing at least 85% of their population.	The percent of students meeting the Career and College Readiness Benchmark in science (23) will be in the top 3 in comparison to states testing at least 85% of their population.	The percent of students meeting the Career and College Readiness Benchmark in science (23) will be in the top 5 in comparison to states testing at least 85% of their population.	The percent of students meeting the Career and College Readiness Benchmark in science (23) will be in the top 7 in comparison to states testing at least 85% of their population.
k. International Baccalaureate	The number of IB exams will be at 200 or more and the average grade on IB exams amongst diploma candidates will meet or exceed 4.50	The number of IB exams will be at 200 or more and the average grade on IB exams amongst diploma candidates will exceed 4.25	The average grade on IB exams exceeds amongst diploma candidates 4.00	The average grade on IB exams exceeds amongst diploma candidates 3.75
l. Dual Credit Hours	The number of dual credit hours accrued by CUSD students will exceed 18,000 hours.	The number of dual credit hours accrued by CUSD students will be between 16,500 and 17,999 hours.	The number of dual credit hours accrued by CUSD students will be between 15,000 and 16,499 hours.	The number of dual credit hours accrued by CUSD students will be between 13,500 and 14,999 hours.

		4	3	2	1
	m. CUSD Pipeline Data for Community Colleges (MCCCD) and ADE Connect for Arizona State University, Northern Arizona University and University of Arizona	At least 70% of classes taken, in mathematics and English, by CUSD graduates during their freshmen year in college at MCCCD or the three state universities will be credit bearing and at college level for the most recent cohort.	At least 66% of classes taken, in mathematics and English, by CUSD graduates during their freshmen year in college at MCCCD or the three state universities will be credit bearing and at college level for the most recent cohort.	At least 62% of classes taken, in mathematics and English, by CUSD graduates during their freshmen year in college at MCCCD or the three state universities will be credit bearing and at college level for the most recent cohort.	At least 58% of classes taken, in mathematics and English, by CUSD graduates during their freshmen year in college at MCCCD or the three state universities will be credit bearing and at college level for the most recent cohort.
	n. CUSD Pipeline Data for Community Colleges A.R.S. Title 15-1822	CUSD students will have a first year completion rate in community college that exceeds the statewide completion rate by at least 5.0%.	Students will have a first year completion rate in community college that exceeds the statewide completion rate by at least 3.5%.	Students will have a first year completion rate in community college that exceeds the statewide completion rate by at least 2.0%.	Students will have a first year completion rate in community college that exceeds the statewide completion rate.
	o. Career and Technical Education (CTE) *(Placements are defined by a student that was in the program for two or more years that continued to post-high school education, a military career or was employed in the field in which they concentrated while in CTE program during high school.)*	The percent of post-high school placements out of the senior concentrators from the previous year will increase.	The percent of post-high school placements out of the senior concentrators from the previous year will be maintained or decrease by no more than 10%.	The percent of post-high school placements out of the senior concentrators from the previous year will decrease by no more than 15%.	The percent of post-high school placements out of the senior concentrators from the previous year will decrease by no more than 20%.
5. The student dropout rate will be maintained at or below 1.2%.					
	a. Dropout Rate	Dropout rate at or below 1.2%	1.3% - 1.5%	1.6% - 2.0%	2.1% - 2.5%
	b. Chronic Absences	Less than 8% of the CUSD student population is chronically absent.	Less than 9.2% of the CUSD student population is chronically absent.	Less than 10.4% of the CUSD student population is chronically absent.	Less than 13.8% of the CUSD student population is chronically absent.

	4	3	2	1
6. The CUSD graduation rate will be maximized.				
a. Graduation Rate	The 4 year graduation rate will be at least 92.3%	91.0% - 92.3%	90.0% - 90.9%	89.0% - 89.9%
b. The percentage of 9th grade students who attain 5.5 credits during their first year of enrollment in high school will increase.	At least 91% of 9th grade students will attain 5.5 credits during their first year of enrollment in high school.	At least 88% of 9th grade students will attain 5.5 credits during their first year of enrollment in high school.	At least 85% of 9th grade students will attain 5.5 credits during their first year of enrollment in high school	At least 82% of 9th grade students will attain 5.5 credits during their first year of enrollment in high school.
7. CUSD will maintain its market share.				
	The student charter school mobility rate within CUSD will be below 2%.	The student charter school mobility rate within CUSD will be below 3%.	The student charter school mobility rate within CUSD will be below 4%.	The student charter school mobility rate within CUSD will be below 5%.
8. CUSD will be an employer of choice. **(Scores for 8a, 8b and 8c will be averaged for one overall score for goal 8.)**				
a. CUSD will be an employer of choice as measured by employee likelihood to recommend. (*Question off Employee Survey*)	The rating will exceed 80%.	The rating will be between 75% and 79%.	The rating will be between 70% and 74%.	The rating will be between 65% and 69%.
b. CUSD will be an employer of choice as measured by certified employee retention rate.	The retention rate will be at least at 90%.	The retention rate will be between 85% and 89%.	The retention rate will be between 80% and 84%.	The retention rate will be between 75% and 79%.
c. CUSD will be an employer of choice as measured by the percentage of employees that strongly agree or agree with the statement, "I am proud to work in CUSD." (*Question off Employee Survey*)	The percent of employees that strongly agree or agree with this statement will be at least 90%.	The percent of employees will be between 85% and 89%.	The percent of employees will be between 80% and 84%.	The percent of employees will be between 75% and 79%.
9. CUSD will be a district of choice.				
a. CUSD will be a district of choice as measured by letter grade assigned by parent. *(Question 16: What grade would you give your youngest child's school?)*	At least 90% of responders rate their youngest child's school as an A or B.	85% to 90% of responders rate their youngest child's school as an A or B.	80% to 84% of responders rate their youngest child's school as an A or B.	75% to 79% of responders rate their youngest child's school as an A or B.

	4	3	2	1
10. CUSD will maintain the percentage of dollars spent in the classroom in the top 10% compared to peer and state average.				
	Maintain in top 10%	Maintain in top 15%	Maintain in top 20%	Maintain in top 25%
11. Outside contributions (tax credit, financial and grants) will exceed 2.5% of the general budget limit.				
	Meet or exceed 2.5% of the general budget limit. ($6,536,206)	Meet or exceed 1.5% of the general budget limit. ($3,921,724)	Meet or exceed 1% of the general budget limit. ($2,614,482)	Meet or exceed 0.5% of the general budget limit. ($1,307,241)
12. CUSD communication will be rated an A or B by 85% of the stakeholders.				
a. Communication as measured by parent response to school communication. *(Question 36: Thinking about the school where your youngest child attends, in general, how well does the school communicate with you?)*	At least 85% of responders will rate CUSD as an A or B with respect to communication.	80% to 84% of responders will rate CUSD as an A or B.	75% to 79% of responders will rate CUSD as an A or B.	70% to 74% of responders will rate CUSD as an A or B.

**The Chandler Unified District Governing Board reserves the right to include bonus points in the case of extraordinary or unexpected events that may occur during a given fiscal year. This includes the ability to account for the margin of error in survey questions administered to the public and employees through WestGroup Research.

Subcategory Scores and Averages

1. Grade Level Proficiency

Goal	Sub	Summary of Goal	Subcategory	Points
	1a	AzMERIT Compared to State		
	1b	ATI Expected Growth		
1		Total Score Goal 1: Grade Level Proficiency	Avg. 1a – 1b	

3. 3rd Grade ELA

Goal	Sub	Summary of Goal	Subcategory	Points
	3a	3rd Grade ELA AzMERIT		
	3b	3rd Grade ELA ATI Expected Growth		
3		Total Score Goal 3: 3rd Grade ELA	Avg. 3a – 3b	

4. College and Career Readiness

Goal	Sub	Summary of Goal	Subcategory	Points
	4a	Scholarship Dollars		
	4b	Service Learning Hours		
	4c	National Merit/Flinn Qualifiers		
	4d	AP Tests Taken		
	4e	AP Passing Scores		
	4f	ACT Aspire Scores		
	4g	ACT DCST College Ready – Mathematics		
	4h	ACT DCST College Ready – English		
	4i	ACT DCST College Ready – Reading		
	4j	ACT DCST College Ready – Science		
	4k	IB Tests and Scores		
	4l	Dual Credit Hours Taken		
	4m	Freshmen Courses (English and Math)		
	4n	Community College Pipeline Data		
	4o	CTE Placements		
4		Total Score Goal 4: College and Career Ready	Avg. 4a – 4o	

5. Dropout Rate

Goal	Sub	Summary of Goal	Subcategory	Points
	5a	Dropout Rate		
	5b	Chronic Absences		
5		Total Score Goal 5: Dropout Rate	Avg. 5a – 5b	

6. Graduation Rate

Goal	Sub	Summary of Goal	Subcategory	Points
	6a	Graduation Rate		
	6b	9th Grade Credits		
6		Total Score Goal 6: Graduation Rate	Avg. 6a – 6b	

8. Employer of Choice

Goal	Sub	Summary of Goal	Subcategory	Points
	8a	Employee Recommendation Rate		
	8b	Employee Retention Rate		
	8c	Proud to Work in CUSD		
8		Total Score Goal 8: Employer of Choice	Avg. 8a – 8c	

Employee Performance Incentive Tally Sheet

Goal	Summary of Goal	Average	Points
1	Grade Level Proficiency	Avg. 1a – 1b	
2	AzMERIT compared to similar districts	███████	
3	3rd Grade ELA	Avg. 3a – 3b	
4	College and Career Ready	Avg. 4a – 4o	
5	Dropout Rate	Avg. 5a – 5b	
6	Graduation Rate	Avg. 6a – 6b	
7	Market Share	███████	
8	Employer of Choice	Avg. 8a – 8c	
9	District of Choice	███████	
10	Classroom Dollars	███████	
11	Outside Contributions	███████	
12	Communication Rating	███████	
TOTAL		Rubric Score (48)	

Pay for Performance Awarded

90% to 100%	=	$600
80% to 89.9%	=	$400
70% to 79.9%	=	$300
60% to 69.9%	=	$200
50% to 59.9%	=	$100
0% to 49.9%	=	$0

Appendix to CUSD Board Metrics
Arizona Education Progress Meter
CUSD Board Metric Alignment to Arizona Goals
Founded by Expect More Arizona and Center for the Future of Arizona

The Chandler Unified School District Governing Board and CUSD employees support the Arizona Education Progress Meter. In doing this, we commit to tracking our progress towards achieving these goals and ensuring a world-class education for all students in Arizona. As of the current school year Chandler Unified is performing as follows:

	CUSD Board Metric	Arizona Today	Maricopa County Today	CUSD Today	Education Progress Meter 2030 Goal
Degree Attainment	Board Goal 4	42%	40%	^	60%
Post-High School Enrollment	Board Goal 4	53%	55%	65%	70%
Opportunity Youth	Board Goal 5	15%	12%	!	7%
4-Year High School Graduation Rate	Board Goal 6	78%	80%	93%	90%
8th Grade Math	Board Goal 1 and 2	36%	39%	53%	67%
3rd Grade Reading	Board Goal 3	41%	43%	60%	72%
Quality Early Learning	**	22%	!	***^	45
Teacher Pay	Board Goal 10	$44212	!	$51701	$54120

^Chandler Unified School District collects data that is not comparable to Expect More Data Sources.

! Data are not aggregated at a county or district level.

**Chandler Unified School District Provides Quality Early Learning Pre-Kindergarten opportunities but does not have a Board Goal for access.

***In 2018, Chandler Unified School District provided Quality Early Learning to 990 Pre-K students or 31% of Kindergarten students.