

2024-25 CUSD Journey to Excellence Board Metrics

Approved August 21, 2024

	4	3	2	1
1. Equity in student perception, achievement and access.				
a. At least 80% of students agree or strongly agree with their site having positive climate and dispositions.	Rubric Score is greater than 3.00	3.00 – 2.40	2.39 – 1.60	Below 1.60
b. School discipline policy events per capita will be below 0.10 events per student.	Rubric Score is greater than 3.0	3.00 – 2.40	2.39 – 1.60	Below 1.60
c. Enrollment rates in advanced programs are at least 25.5%.	Rubric Score is greater than 3.0	3.00 – 2.40	2.39 – 1.60	Below 1.60
d. Overall AASA proficiency in ELA and Math is at least 60% or proficiency percentages increased from prior year.	Rubric Score is greater than 3.0	3.00 – 2.40	2.39 – 1.60	Below 1.60
e. At least 40% of students are college ready on three of the four ACT exams.	Rubric Score is greater than 3.0	3.00 – 2.40	2.39 – 1.60	Below 1.60
f. Graduation rates by category are at least 93% or graduation rates increased from prior year.	Rubric Score is greater than 3.0	3.00 – 2.40	2.39 – 1.60	Below 1.60

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2. Grade level proficiency.				
a. Students at all grade levels will exceed state AASA and ACT 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 75.00% 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 50.00% of subject areas	CUSD will exceed state proficiency percentage in all of the areas	CUSD will exceed state proficiency percentage in at least 75.00% 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 Renaissance/DIBELS 8.	At least 90.00% of CUSD elementary sites will have 75.00% of their students demonstrate expected growth maintained or exceeded in mathematics and ELA	At least 75.00% of CUSD elementary sites will have 75.00% of their students demonstrate expected growth maintained or exceeded in mathematics and ELA	At least 75.00% of CUSD elementary sites will have 60.00% of their students demonstrate expected growth maintained or exceeded in mathematics and ELA	The percentage of CUSD elementary sites that have 60.00% of their students demonstrate expected growth maintained or exceeded in mathematics, ELA and science is below 75.00%
3. Students in 3rd grade reading at grade level.				
a. The percent of 3rd grade students performing at grade level in ELA. <i>(Defined by proficient and highly proficient on AASA ELA) ARS 15-701.2</i>	At least 62.00% of 3rd grade students are proficient and highly proficient on AASA ELA	61.99% - 58.00%	57.99% - 54.00%	Below 54.00%
b. Students in the 3 rd grade will demonstrate expected growth maintained or exceeded on the 3 rd grade Renaissance post assessment for ELA.	At least 90.00% of CUSD elementary sites will have 75.00% of their students demonstrate expected growth maintained or exceeded in 3 rd grade ELA	At least 75.00% of CUSD elementary sites will have 75.00% of their students demonstrate expected growth maintained or exceeded in 3 rd grade ELA	At least 75.00% of CUSD elementary sites will have 60.00% of their students demonstrate expected growth maintained or exceeded in 3 rd grade ELA	The percentage of CUSD elementary sites that have 60.00% of their students demonstrate expected growth maintained or exceeded in ELA is below 75.00%

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4. Indicators for career/college readiness. (Scores for 4a through 4n will be averaged for one overall score for goal 4.)				
a. Scholarship Dollars	In excess of \$145 million scholarship dollars earned by graduating seniors	\$144.99M - \$135.00M	\$134.99M - \$125.00M	Less than \$125.00M
b. Service-Learning Hours	CUSD secondary students will accumulate, on average, at least 3.5 hours of service-learning hours per student	3.49 – 3.00 hours on average	2.99 – 2.50 hours on average	Below 2.50 hours on average
c. National Merit Scholars, Flinn Scholars	Number of qualifying National Merit Semifinalists and Flinn Scholars will be at least 40.	39 - 35	34 - 30	Below 30
d. Advanced Placement Tests Adjusted due to changes in enrollment.	At least 75.00% of AP students will take an AP exam	74.99% - 70.00%	69.99% - 65.00%	Below 65.00%
e. Advanced Placement Scores	The percent of passing AP scores (3,4,5) will be at least 68.00%.	67.99% - 64.00%	63.99% - 61.00%	Below 61.00%
f. ACT – State Testing Mathematics 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

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g. ACT – State Testing English ALL 11 th 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 – State Testing Reading ALL 11 th 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
i. ACT – State Testing Science ALL 11 th 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
j. International Baccalaureate Adjusted to align with AP results and due to changes in enrollment.	The percent of passing IB scores (4,5,6,7) will be at least 80.00%	The percent of passing IB scores (4,5,6,7) will be at least 75.00%	The percent of passing IB scores (4,5,6,7) will be at least 70.00%	The percent of passing IB scores (4,5,6,7) will be below 70.00%

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k. Dual Credit Hours	The number of dual credit hours accrued by CUSD students will exceed 22,000 hours	21,999 – 20,500	20,499 – 19,000	Below 19,000
l. 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 will be at or above 80.00%.	79.99% - 70.00%	69.99% - 60.00%	Below 60.00%
5. Student Dropout Rate				
a. Dropout Rate	Dropout rate is at least 2.5 percentage points (pp) below the Arizona state dropout rate	2.49pp – 2.00pp	1.99 – 1.50	Below 1.50pp
b. Chronic Absences	Less than 10.00% of the CUSD student population is chronically absent	10.00% – 14.99%	15.00% - 19.99%	At or above 20.00%
6. Graduation Rate				
a. Graduation Rate	The 4-year graduation rate will be at least 14 percentage points (pp) higher than the Arizona state 4-year graduation rate	13.99pp – 13.00pp	12.99pp – 12.00pp	Below 12.00pp
b. The percentage of 9 th grade students who attain 5.5 credits during their first year of enrollment in high school.	At least 92.00% of 9 th grade students will attain 5.5 credits during their first year of enrollment in high school	91.99% - 90.00%	89.99% - 88.00%	Below 88.00%

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7. Market Share				
	The student charter, private, non-CUSD online, ESA, and homeschool mobility rate within CUSD will not exceed 2.5%	2.51% -3.50%	3.51% - 4.50%	Greater than 4.50%
8. Employer of Choice				
a. CUSD will be an employer of choice as measured by certified employee retention rate.	The retention rate will be at least at 90.00%	89.99% - 85.00%	84.99% - 80.00%	Less than 80.00%
9. District of Choice				
a. CUSD will be a district of choice as measured by letter grade assigned by parent. (<i>Question 16: What grade would you give your youngest child's school?</i>)	At least 90.00% of responders rate their youngest child's school as an A or B	89.99% - 85.00%	84.99% - 80.00%	Less than 80.00%
10. Percentage of Dollars Spent in Classroom				
	In top 10% of all districts	Top 15%	Top 20%	Top 25%
11. Outside contributions				
	Meet or exceed 2.5% of the Maintenance and Operations budget limit (\$8,978,082)	2.49% - 1.50% (\$5,386,849)	1.49% - 1.00% (\$3,591,233)	Below 1.00% (\$3,591,233)
12. Communication with community				
	At least 85.00% of responders will rate CUSD as an A or B with respect to communication	84.99% - 84.00%	79.99% - 75.00%	Below 75.00%

**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 through WestGroup Research.

EQUITY RUBRIC

Calculated for Each Subgroup for Board Metric 1

- : Exceeds Expectation (4)
 : Meets Expectation (3)
 : Approaches Expectation (2)
 : Below Expectation (1)

	Female	Male	Economical Disadvantaged	English Language Learners	Exceptional Student Services	African-American or Black	American Indian or Alaskan Native	Asian or Pacific Islander	Caucasian or White	Hispanic or Latino	Multi-Racial	Equity Rubric Score
a. At least 80% of students in this category respond that they agree or strongly agree to these concepts on a perception survey.												
b. School discipline policy events are below 0.10 events per student enrolled.												
c. Students will have an enrollment rate in gifted and talented, AP/IB and Honors classes of at least 25.5%.												
d. Students will have a proficiency rate on AASA of at least 60% or proficiency percentages increased from prior year.												
e. Students will have a college readiness rate on ACT of at least 40%.												
f. Students will have a graduation rate of at least 93.0% or graduation rates increased from prior year.												

Subcategory Scores and Averages

1. Equity Rubric

Goal	Sub	Summary of Goal	Subcategory	Points
	1a	Perception of School Climate		
	1b	School Discipline Policy		
	1c	Access to Advanced Programming		
	1d	AASA Proficiency or Growth		
	1e	ACT College Readiness		
	1f	Graduation Rates or Growth		
1		Total Score Goal 1: Equity	Avg. 1a – 1f	

2. Grade Level Proficiency

Goal	Sub	Summary of Goal	Subcategory	Points
	2a	AASA and ACT Compared to State		
	2b	Renaissance/DIBELS 8 Expected Growth		
2		Total Score Goal 2: Grade Level Proficiency	Avg. 2a – 2b	

3. 3rd Grade ELA

Goal	Sub	Summary of Goal	Subcategory	Points
	3a	3 rd Grade ELA AASA		
	3b	3 rd Grade ELA Renaissance 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 State Test College Ready – Mathematics		
	4g	ACT State Test College Ready – English		
	4h	ACT State Test College Ready – Reading		
	4i	ACT State Test College Ready – Science		
	4j	IB Tests and Scores		
	4k	Dual Credit Hours Taken		
	4l	CTE Placements		
4		Total Score Goal 4: College and Career Ready	Avg. 4a – 4l	

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	9 th Grade Credits		
6		Total Score Goal 6: Graduation Rate	Avg. 6a – 6b	

Employee Performance Incentive Tally Sheet

Goal	Summary of Goal	Average	Points
1	Equity	Avg. 1a – 1f	
2	Grade Level Proficiency	Avg. 2a – 2b	
3	3 rd 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		
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

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