



Pasadena Unified School District

LCAP Performance Indicator Dashboard

Working Draft (6/15/16): Not all data for indicators currently available or measured.

†2015-16 targets reflect 2015-16 performance improvement goals.

‡ Data may still be slightly changed based on on-going data verification.

§ New performance indicators added in 2016-17 cycle.

GOAL 1: Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement. (1,2,3,4,10)
State priority areas: 2,4,7,8

| State/ Local Priority | Indicators (metrics) | Expected Outcome (for 2016-17 to 2018-19 cycle) | Performance | | | | | | |
|-----------------------------|---|---|------------------|---------|---------|--------------------|------------------|---------------------------|-----|
| | | | 2013-14 | 2014-15 | 2015-16 | 2015-16 Target† | Target Status | 2016-17 Imp. Target | |
| State | 1.1 Math Proficiency Source: SBAC SIS data | Increase the % of students scoring meets or exceeds on the SBAC Math assessment by 12 percentage points across three years. | - | 28.8% | | 30.2% | | +4% | |
| | | Increase performance of targeted subgroups in order to reduce the achievement gap. * reference group only | Low-Income | - | 17.9% | | 19.7% | | +4% |
| | | | ELs | - | 5.4% | | 5.9% | | +5% |
| | | | Foster Youth | - | 9.0% | | 9.9% | | +5% |
| | | | Special Ed | - | 8.6% | | 9.5% | | +5% |
| | | | Hispanic | - | 19.2% | | 21.1% | | +4% |
| | | | African American | - | 17.2% | | 18.9% | | +4% |
| White* | - | 55.7% | | | | | | | |
| State | 1.2 ELA Proficiency Source: SBAC SIS data | Increase the % of students scoring meets or exceeds on the SBAC ELA assessment by 12 percentage points across three years. | - | 36.7% | | 38.5% | | +4% | |
| | | Increase performance of targeted subgroups in order to reduce the achievement gap. * reference group only | Low-Income | - | 25.7% | | 28.3% | | +4% |
| | | | ELs | - | 2.1% | | 2.3% | | +5% |
| | | | Foster Youth | - | 15.3% | | 16.8% | | +5% |
| | | | Special Ed | - | 8.6% | | 9.5% | | +5% |
| | | | Hispanic | - | 27.6% | | 30.4% | | +4% |
| | | | African American | - | 27.9% | | 30.7% | | +4% |
| White* | - | 62.3% | | | | | | | |



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GOAL 1: Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement. (1,2,3,4,10)
State priority areas: 2,4,7,8

| State/ Local Priority | Indicators (metrics) | Expected Outcome (for 2016-17 to 2018-19 cycle) | Performance | | | | | | |
|-----------------------------|--|---|------------------|---------|---------|--------------------|------------------|---------------------------|-----|
| | | | 2013-14 | 2014-15 | 2015-16 | 2015-16 Target† | Target Status | 2016-17 Imp. Target | |
| State | 1.3 Science Proficiency Source: CAASPP SIS data | Increase the % of students scoring meets or exceeds on the Science assessment by 12 percentage points across three years. | - | 50.0% | | 52.5% | | +4% | |
| | | Increase performance of targeted subgroups in order to reduce the achievement gap. * reference group only | Low-Income | - | 39.4% | | 43.3% | | +4% |
| | | | ELs | - | 5.8% | | 6.4% | | +5% |
| | | | Foster Youth | - | 15.5% | | 17.1% | | +5% |
| | | | Special Ed | - | 24.2% | | 26.6% | | +4% |
| | | | Hispanic | - | 40.7% | | 44.8% | | +4% |
| | | | African American | - | 38.1% | | 41.9% | | +4% |
| White* | - | 81.1% | | | | | | | |
| State | 1.4 EAP Readiness Math Rate Source: SBAC SIS data | Increase the % of students scoring “college ready” on EAP Math by 9 percentage points over 3 years. | - | 8.7% | | 9.6% | | +3% | |
| | | Increase performance of targeted subgroups in order to reduce the achievement gap. * reference group only | Low-Income | - | 4.8% | | 5.5% | | +3% |
| | | | ELs | - | 1.4% | | 1.6% | | +4% |
| | | | Foster Youth | - | 5.6% | | 6.4% | | +3% |
| | | | Special Ed | - | 0.9% | | 1.0% | | +4% |
| | | | Hispanic | - | 5.2% | | 6.0% | | +3% |
| | | | African American | - | 1.9% | | 2.2% | | +4% |
| White* | - | 23.5% | | | | | | | |



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GOAL 1: Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement. (1,2,3,4,10)
State priority areas: 2,4,7,8

| State/ Local Priority | Indicators (metrics) | Expected Outcome (for 2016-17 to 2018-19 cycle) | Performance | | | | | | |
|-----------------------------|--|--|------------------|---------|---------|--------------------|------------------|---------------------------|-----|
| | | | 2013-14 | 2014-15 | 2015-16 | 2015-16 Target† | Target Status | 2016-17 Imp. Target | |
| State | 1.5 EAP Readiness ELA Rate Source: SBAC SIS data | Increase the % of students scoring “college ready” on EAP ELA by 9 percentage points over 3 years. | - | 18.3% | | 20.1% | | +3% | |
| | | Increase performance of targeted subgroups in order to reduce the achievement gap. * reference group only | Low-Income | - | 13.3% | | 15.3% | | +3% |
| | | | ELs | - | 0% | | 0.4% | | +3% |
| | | | Foster Youth | - | 23.5% | | 27.0% | | +3% |
| | | | Special Ed | - | 1.0% | | 1.2% | | +4% |
| | | | Hispanic | - | 13.6% | | 15.6% | | +3% |
| | | | African American | - | 13.2% | | 15.2% | | +3% |
| White* | - | 35.8% | | | | | | | |
| State | 1.6 A-G Completion Rate ‡ (excludes CIS) Source: CDE DataQuest | Increase the % of graduates meeting A-G course requirements by 6 percentage points over three years. | 51.1% | 51.4% | | | | +2% | |
| | | Increase completion in targeted subgroups in order to reduce the achievement gap. * reference group only | Low Socio-Econ. | 47.0% | 49.8% | | | | +2% |
| | | | ELs | 2.9% | 0% | | | | +2% |
| | | | Foster Youth | | | | | | |
| | | | Special Ed | | | | | | |
| | | | Hispanic | 47.9% | 48.4% | | | | +2% |
| | | | African American | 41.9% | 40.2% | | | | +2% |
| White* | 62.5% | 66.9% | | | | | | | |



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GOAL 1: Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement. (1,2,3,4,10)
State priority areas: 2,4,7,8

| State/ Local Priority | Indicators (metrics) | Expected Outcome (for 2016-17 to 2018-19 cycle) | Performance | | | | | | |
|-----------------------------|---|--|------------------|---------|---------|--------------------|------------------|---------------------------|-----|
| | | | 2013-14 | 2014-15 | 2015-16 | 2015-16 Target† | Target Status | 2016-17 Imp. Target | |
| Local | 1.7 AP Course Participation Source: SIS data | Increase student enrollment in AP courses by 6% percentage points across three years. | - | 49.4% | 50.9% | 51.9% | ✘ | +2% | |
| | | Increase # enrolling in targeted subgroups in order to reduce the achievement gap. * reference group only | Low-Income | - | 46.8% | 49.4% | 51.5% | ✘ | +2% |
| | | | ELs | - | 6.2% | 7.0% | 6.8% | ✓ | +3% |
| | | | Foster Youth | - | 14.3% | 35.7% | 15.7% | ✓ | +3% |
| | | | Special Ed | - | 9.0% | 10.3% | 9.9% | ✓ | +3% |
| | | | Hispanic | - | 45.8% | 48.5% | 50.4% | ✘ | +2% |
| | | | African American | - | 39.4% | 36.5% | 43.3% | ✘ | +3% |
| White | - | 69.1% | 65.4% | | | | | | |
| State | 1.8 AP Exam Pass Rate# Source: SIS data | Increase the % of students scoring 3 or higher on AP exam by 6% percentage points across three years. | 34% | 38.6% | | 44.4% | | +2% | |
| | | Increase % passing in targeted in order to reduce the achievement gap. * reference group only | Low-Income | - | 30.0% | | 36.0% | | +2% |
| | | | ELs | - | 12.5% | | 15.0% | | +3% |
| | | | Foster Youth | - | 25.0% | | 30.0% | | +3% |
| | | | Special Ed | - | 26.9% | | 32.3% | | +2% |
| | | | Hispanic | - | 33.2% | | 39.8% | | +2% |
| | | | African American | - | 21.1% | | 25.3% | | +3% |
| White* | - | 49.5% | | | | | | | |



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State priority areas: 2,4,7,8

| State/ Local Priority | Indicators (metrics) | Expected Outcome (for 2016-17 to 2018-19 cycle) | Performance | | | | | | |
|-----------------------------|---|---|------------------|---------|----------|--------------------|------------------|---------------------------|------|
| | | | 2013-14 | 2014-15 | 2015-16 | 2015-16 Target† | Target Status | 2016-17 Imp. Target | |
| Local | 1.9 Dual-Enrollment Rate § Source: SIS data | Increase % of student who dual-enroll in college. | - | - | Baseline | n/a | | +TBD | |
| | | Increase participation in targeted subgroups in order to reduce the equity gap. * reference group only | Low-Income | - | - | Baseline | n/a | | +TBD |
| | | | Foster Youth | - | - | Baseline | n/a | | +TBD |
| | | | Special Ed | - | - | Baseline | n/a | | +TBD |
| | | | Hispanic | - | - | Baseline | n/a | | +TBD |
| | | | African American | - | - | Baseline | n/a | | +TBD |
| White* | - | - | Baseline | | | | | | |
| State | 1.10 HS Graduation Rate Source: CDE DataQuest | Increase the % of cohort students who graduate by 2 percentage points. | 87.1% | 86.6% | | 89.2% | | +2% | |
| | | Increase graduation in targeted subgroups in order to reduce achievement gap. * reference group only | Low Socio-Econ. | 88.5% | 88.8% | | 91.5% | | +2% |
| | | | ELs | 69.6% | 73.9% | | 76.1% | | +3% |
| | | | Foster Youth | - | - | | - | | - |
| | | | Special Ed | 60.3% | 67.8% | | 69.8% | | +3% |
| | | | Hispanic | 86.6% | 84.9% | | 87.0% | | +2% |
| | | | African American | 86.9% | 89.6% | | 92.3% | | +2% |
| White* | 88.0% | 89.7% | | | | | | | |
| State | 1.11 Enrollment in CTE courses § Source: SIS data | Increase HS student enrollment in CTE courses 6 percentage points across three years. | - | 82.1% | Baseline | n/a | | +2% | |
| State | 1.12 Common Core Implementation Source: Instructional rounds, SBAC targeted claims (stds) | Achieve and maintain 100% compliance for common-core standard aligned instructional materials. | - | 80% | | 100% | | 100% | |



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State priority areas: 2,4,7,8

| State/ Local Priority | Indicators (metrics) | Expected Outcome (for 2016-17 to 2018-19 cycle) | Performance | | | | | | |
|-----------------------------|---|--|------------------|---------|----------|--------------------|------------------|---------------------------|-----|
| | | | 2013-14 | 2014-15 | 2015-16 | 2015-16 Target† | Target Status | 2016-17 Imp. Target | |
| State | 1.13 Sufficient Instructional Materials Source: Williams, Destiny | All students will have sufficient access to instructional materials. | - | - | | 100% | | 100% | |
| State | 1.14 English Proficiency Progress Rate Source: AMAO 1 (CDE) | Increase the % of EL students progressing at least one level or achieving proficiency by 6 percentage points across three years. | 50.6% | 54.8% | | 57.5% | | +2% | |
| State | 1.15 Reclassification Rate Source: SIS data | Increase the % of EL students achieving proficiency by 6 percentage points across three years. | 16.2% | 23.6% | | 38.6% | | +2% | |
| Local | 1.16 Long-Term EL Rate Source: AMAO 2 (CDE) | Increase % of English proficiency attainment among Long-term ELs by 5 percentage points. | 34.0% | 36.9% | | 44.3% | | +2% | |
| Local | 1.17 3 rd Grade Literacy Rate § Source: Independent Reading Inventory | Increase % of students reading at grade level at end of 3 rd grade by (TBD) percentage points. | - | - | Baseline | n/a | - | TBD | |
| | | Increase performance in targeted subgroups by 15 percentage points, reducing achievement gap. * reference group only | Low-Income | - | - | Baseline | n/a | - | TBD |
| | | | ELs | - | - | Baseline | n/a | - | TBD |
| | | | Foster Youth | - | - | Baseline | n/a | - | TBD |
| | | | Special Ed | - | - | Baseline | n/a | - | TBD |
| | | | Hispanic | - | - | Baseline | n/a | - | TBD |
| | | | African American | - | - | Baseline | n/a | - | TBD |
| White* | - | - | Baseline | n/a | - | TBD | | | |



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| GOAL 2: A well-trained and qualified teacher in every classroom, every day supported by adequate, well-trained support staff. | | | | | | | | |
|---|--|--|----------------|---------|---------|--------------------|------------------|---------------------------|
| <i>State priority areas: 1</i> | | | | | | | | |
| State/ Local Priority | Indicators (metrics) | Expected Outcome (for 2016-17 to 2018-19 cycle) | Performance | | | | | |
| | | | 2013-14 | 2014-15 | 2015-16 | 2015-16 Target† | Target Status | 2016-17 Imp. Target |
| State | 2.1 Credentialed Teacher/Staff Assignment Rate Source: HR data | Maintain 100% of teachers/staff who are appropriately credentialed for their assignments. | - | - | 98% | 100% | ✘ | 100% |
| Local | 2.2 Substitute Teaching Rate § Source: Current Solutions data from HR | Average % of instructional days with a substitute teacher in the classroom. | Baseline 16-17 | | | | | |
| Local | 2.3 Professional Development Quality § Source: PD survey data | Increase % of staff who rate PD activities as valuable for performing job duties. | Baseline 16-17 | | | | | |
| Local | 2.4 Positive Working Environment § Source: CHKS Staff Climate Survey Custom Scale Item* | Increase % of staff who rate school/district working environment as positive by 6 percentage points across 3 years. *Items address: supportive and inviting, promoting collegiality, promoting participation in decision making, providing training ,etc. | - | 67.0% | - | n/a | - | +2% |



Pasadena Unified School District

LCAP Performance Indicator Dashboard

GOAL 3: Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will be in good repair and equipped for 21st century learning.

State priority areas: 5,6

| State/ Local Priority | Indicators (metrics) | Expected Outcome (for 2016-17 to 2018-19 cycle) | Performance | | | | | | |
|-----------------------------|--|---|------------------|---------|---------|--------------------|------------------|---------------------------|--------|
| | | | 2013-14 | 2014-15 | 2015-16 | 2015-16 Target† | Target Status | 2016-17 Imp. Target | |
| State | 3.1 Average Daily Attendance Source: SIS data | Increase average daily attendance rate by 0.5 percentage points until achieve 96% or better. | 95.9% | 95.8% | | 96.0% | | ≥96.0% | |
| | | Increase attendance in targeted subgroups in order to reduce the equity gap. * reference group only | Low-Income | 95.6% | 95.5% | | 96.0% | | ≥96.0% |
| | | | ELs | 95.5% | 95.2% | | 96.0% | | ≥96.0% |
| | | | Foster Youth | - | 91.8% | | 92.7% | | +0.5% |
| | | | Special Ed | 94.5% | 94.5% | | 95.4% | | +0.5% |
| | | | Hispanic | 95.7% | 95.6% | | 96.0% | | ≥96.0% |
| | | | African American | 95.2% | 95.2% | | 96.0% | | +0.5% |
| White* | 96.5% | 96.3% | | | | | | | |
| State | 3.2 Chronic Absenteeism Rate Source: SIS data | Decrease % of students who are absent 10% or more of enrolled days by 3 percentage points across three years. | 8.5% | 8.9% | | 8.8% | | -1% | |
| | | Decrease chronic absenteeism in targeted subgroups in order to reduce the equity gap. * reference group only | Low-Income | 10.0% | 10.4% | | 10.2% | | -1% |
| | | | ELs | 10.5% | 11.7% | | 11.5% | | -1% |
| | | | Foster Youth | - | 22.9% | | 22.4% | | -3% |
| | | | Special Ed | 21.6% | 21.0% | | 20.6% | | -3% |
| | | | Hispanic | 9.6% | 10.0% | | 9.8% | | -1% |
| | | | African American | 11.4% | 11.2% | | 11.0% | | -1% |
| White* | 4.7% | 5.7% | | | | | | | |



Pasadena Unified School District

LCAP Performance Indicator Dashboard

GOAL 3: Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will be in good repair and equipped for 21st century learning.

State priority areas: 5,6

| State/ Local Priority | Indicators (metrics) | Expected Outcome (for 2016-17 to 2018-19 cycle) | Performance | | | | | | |
|-----------------------------|--|--|------------------|---------|---------|--------------------|------------------|---------------------------|--|
| | | | 2013-14 | 2014-15 | 2015-16 | 2015-16 Target† | Target Status | 2016-17 Imp. Target | |
| State | 3.3 Suspension Rate § Source: CDE DataQuest | Decrease suspension rate by 3 percentage points across three years. | 6.9% | 5.4% | | n/a | n/a | -1% | |
| | | Decrease students suspended in targeted groups by 5 percentage points. * reference group only | Low-Income | | | | | | |
| | | | ELs | | | | | | |
| | | | Foster Youth | | | | | | |
| | | | Special Ed | | | | | | |
| | | | Hispanic | | | | | | |
| African American | | | | | | | | | |
| State | 3.4 Expulsion Rate § Source: CDE DataQuest | Maintain expulsion rate of 0.0%. | 0.0% | 0.0% | | 0.0% | | 0.0% | |
| | | | | | | | | | |
| State | 3.5 Middle School Dropout Source: CDE DataQuest | Decrease number of 8 th grade students who drop out by 2 each year until 0 dropouts achieved. | 6 | 12 | | 0 | | -2 | |
| | | Decrease dropouts in target subgroups. * reference group only | Low Socio-Econ. | 5 | - | | | | |
| | | | ELs | 0 | 2 | | | | |
| | | | Foster Youth | | | | | | |
| | | | Special Ed | | | | | | |
| | | | Hispanic | 3 | 5 | | | | |
| | | | African American | 3 | 6 | | | | |
| White* | - | 0 | | | | | | | |



Pasadena Unified School District

LCAP Performance Indicator Dashboard

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State priority areas: 5,6

| State/ Local Priority | Indicators (metrics) | Expected Outcome (for 2016-17 to 2018-19 cycle) | Performance | | | | | | |
|-----------------------------|---|---|------------------|---------|---------|--------------------|------------------|---------------------------|-----|
| | | | 2013-14 | 2014-15 | 2015-16 | 2015-16 Target† | Target Status | 2016-17 Imp. Target | |
| State | 3.6 HS Dropout Rate‡ Source: CDE DataQuest | Decrease % of HS cohort who drop out by 1 percentage point each year until 0% dropout rate achieved. | 10.0% | 7.2% | | 7.0% | | -1% | |
| | | Decrease annually the equity gap in targeted subgroups. * reference group only | Low Socio-Econ. | 6.7% | 7.5% | | 7.4% | | -1% |
| | | | ELs | 18.7% | 19.7% | | 19.3% | | -2% |
| | | | Foster Youth | | | | | | |
| | | | Special Ed | 12.2% | 10.2% | | 10.0% | | -1% |
| | | | Hispanic | 7.5% | 8.5% | | 8.2% | | -1% |
| | | | African American | 8.4% | 5.2% | | 5.1% | | -1% |
| White* | 7.2% | 5.4% | | | | | | | |
| State | 3.7 School Connectedness Source: CHKS Scale Item | Increase % of students scoring high on school connectedness (measured by CHKS) by 9 percentage points over three years. | - | 44.1% | n/a | n/a | n/a | +3% | |
| | | Grade-level scores | Grade 5 | - | 61.6% | n/a | n/a | n/a | +3% |
| | | | Grade 7 | - | 40.4% | n/a | n/a | n/a | +3% |
| | | | Grade 9 | - | 39.8% | n/a | n/a | n/a | +3% |
| | | | Grade 11 | - | 36.9% | n/a | n/a | n/a | +3% |
| State | 3.8 Quality of Facilities Source: Williams & Facilities Inspection Tool (FIT) | Maintain 100% of facilities in good condition. | 100% | 100% | 100% | 100% | ✓ | 100% | |



Pasadena Unified School District

LCAP Performance Indicator Dashboard

GOAL 4: Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

State priority area: 3

| State/ Local Priority | Indicators (metrics) | Expected Outcome (for 2016-17 to 2018-19 cycle) | Performance | | | | | |
|-----------------------------|---|---|----------------|---------|---------|--------------------|------------------|---------------------------|
| | | | 2013-14 | 2014-15 | 2015-16 | 2015-16 Target† | Target Status | 2016-17 Imp. Target |
| State | 4.1 Parent Involvement Scale § Source: CHKS Custom Scale Item | Increase % of parents agreeing that school/district encourages parent involvement to 90% within three years. | - | 83.8% | n/a | n/a | n/a | +2% |
| Local | 4.2 Parent Committee Training § Source: Committee Records | 75% of parents on parent committees received training on their duties. | Baseline 16-17 | | | | | |
| Local | 4.3 Parent training/workshop participation § Source: Training/workshop sign-in data. | Establish baseline measure of number of parents who participate in one or more trainings and/or workshops per academic year; in subsequent years increase number by 5% each year. | Baseline 16-17 | | | | | |



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GOAL 5: Systems and processes of the district are effective, transparent, and efficient. The central office is responsive to the needs of the school sites.

| State/ Local Priority | Indicators (metrics) | Expected Outcome (for 2016-17 to 2018-19 cycle) | Performance | | | | | | |
|-----------------------------|--|---|-----------------------|---------|---------|--------------------------------|------------------|---------------------------|-----|
| | | | 2013-14 | 2014-15 | 2015-16 | 2015-16 Target [†] | Target Status | 2016-17 Imp. Target | |
| Local | 5.1 Program Review Implementation § <ul style="list-style-type: none"> Emphasize efficient responsive systems across all departments Source: Internal Records | (1) Establish data-driven program review process focused on effectiveness and improvement* and (2) increase % of departments/programs participating in review process until 100%. *Requires establishing district-wide program review process and framework. | | | | | | | |
| | | | Baseline 16-17 | | | | | | |
| Local | 5.2 Data-Driven improvement § Source: CHKS Staff Climate Survey | Increase % of staff who agree that school/district uses objective data in making school improvement decisions to 85% within 3 years. | - | 79.2% | N/A | N/A | N/A | N/A | +2% |
| Local | 5.3 Operational Key Performance Indicators (KPI) § Source: ACTPoint | Increase % of non-academic divisions that report KPI data each year to 100%. | | | | | | | |
| | | | Baseline 16-17 | | | | | | |