Goal	KPI	Baseline Data 2022-23	Performance Target/Outcome 2023-24	Final Progress Monitoring - EOY	Met/Partial/Not Met
ACADEMIC EXCELLENCE *Challenge and inspire students to reach high levels of achievement so they thrive as confident, dynamic, future-ready learners equipped to pursue their passions and ambitions.* ** Note: Academic KPIs reflect key "gateway" indicators known to be markers for academic achievement.*	Increase CTE program completers and industry certifications.	Number completers/concentrators = 775 Number students earning a certificate or credential = 160	Maintain or increase both metrics: At least 775 Completers/Concentrators (or more) At least 160 Industry Certifications (or more) (Use Participant and Concentrator report from ADE.)	Data not available until after June 30. 593 students enrolled in level 2 classes this year. This number is a close estimate for completers. Final ADE reports available on this data after June 30th in the ADE Data portal.	Not met. Note: The Arizona Credential Incentive Fund is now depleted and was not renewed by the state legislature. CTE will no longer receive reimbursement for approved industry certifications or related preparation resources for industry certification. Knowing this, continuing to increase the number of students gaining industry certification will not be sustainable due to budget constraints. CTE will be utilizing low to no-cost resources where feasible, but will primarily concentrate on increasing the percentage of participants to become completers. This is a quality metric being increased by EVIT for all sending districts 24-25 and beyond.
	Increase college enrollment and student persistence (students who return for a second year.)	Percent of students enrolled in college at any time during the first year after high school = 70% Percent of students enrolled in college the first year after high school who returned for a second year (Persistence) = 91% Data Report Date: 12.5.22	Increase the percent of students enrolled in college the first year after high school -- by at least 3% (73% or higher). Maintain or increase the percent of students enrolled in college who returned for a second year -- 91% or higher.	Percent of students enrolled in college at any time during the first year after high school = 70% Percent of students enrolled in college the first year after high school who returned for a second year (Persistence) = 90% Data Report Date: 11.20.23	Not Met
	Increase or maintain graduation rates.	92.54% (on 5-25-23)		94.72% (on 5-28-24) 92.92% (on 7-3-24)	Met
	Increase the percent of students enrolled and earning a C or higher in AP, IB or Dual Enrollment courses.	Percent enrolled and completed at least 1 course – Spring 2023 = 65% Percent earning a C or higher = 94%	Maintain or increase the percent of students enrolled (65% or greater) and earning a C or higher (94% or higher) in AP, IB or Dual Enrollment.	Percent enrolled and completed at least 1 course SY 2023-24= 73% Percent earning a C or higher = 97%	Met
	Increase the percent of students across demographics (including underrepresented populations) enrolled in college-level courses (AP, IB, Dual Enrollment).	Baseline Data 22-23: Am Indian/Ak Native = 49% Asian = 77% Af Am = 47% Hispanic = 59% Native Hawaiian/PI = 57% Two or More = 52% White = 69%	Increase percent of students enrolled in college level courses by 1% or more - each demographic. *Note: This is a lagging indicator - as the school year has already started and enrollments are more or less set for the year in these courses. Changes are not likely until August 2024.*	Am Indian/Ak Native = 58% Asian = 87% Af Am = 59% Hispanic = 63% Native Hawaiian/PI = 76% Two or More = 75% White = 78%	Met
	Increase the number of our Quality First early learning program ratings of 4 or 5 stars by EOY 25-26.	5 of 16 schools' Early Learning Programs earned a rating of 4 or 5 year 1 (2022-23).	50% or more of Early Learning Programs earn Quality First ratings of 4 or 5 stars by EOY 25-26. (18 month review cycle)	Next data point was anticpated in 25-26 However, Federal funding for Quality First has sunsetted. Tavan and Echo have been identiied as regional partners and will continue. (All other SUSD schools were part of expansion that has been discontinued.) Recommended next step: Explore different options for early learning certification.	