



# Outcomes & Evidence

*The Outcome Dashboard, the KPI system, and how every number is produced*

**We publish our targets before we have data — and hand your board the live instrument it will read the results on.**

TIER	KPI	TARGET	SOURCE INSTRUMENT
<b>1 · Implementation</b> is it being run?	Average daily attendance	≥ 92%	District SIS
	Delivery fidelity (five beats run as written)	100%	Teacher log, per session
	Unit completion	≥ 90%	Roster, per unit
<b>2 · Learning</b> is it working?	PRE → POST growth (26-pt instrument)	≥ 40%	04a / 04b, every unit
	Unit-test mastery (students ≥ 70%)	≥ 75%	Unit assessments
	Four-question framework proficiency	≥ 80%	Capstone rubric, Unit 6
<b>3 · Trajectory</b> does it change paths?	Pathway persistence (year over year)	≥ 85%	Roster match, annual
	Branch crossover (branch students in S3QUOYAH)	≥ 50%	Roster match, per term
	FAFSA filed + postsecondary plan on file	≥ 85% / 100%	Counselor record, by graduation
	Teach-it capstone complete	≥ 90%	Capstone rubric, end of course

## THE OUTCOME DASHBOARD

Every KPI above rolls up into the **S3QUOYAH Outcome Dashboard** — a live, educator-facing board showing program-level and section-level views: tier-by-tier results against targets, PRE → POST growth, unit-by-unit mastery trend, and the metric no one else reports — **family reach**: the share of students who taught the four-question framework to someone at home (target ≥ 60%) and how many people each student reached. The capstone question is “can you teach this to someone else?” — so we measure whether they actually did. A working demo is available at the first meeting.

## HOW THE NUMBERS GET THERE

Teachers enter scores once, at the instrument level, through the district’s existing data system (e.g., Cascade in JCPS); rollups are automatic. No teacher maintains a spreadsheet, and the dashboard holds aggregate class data only — never student-level records or student PII.

## THE CAREER-PATHWAY EDGE (LOUISVILLE)

Jefferson County already runs the experiential layer: student-operated Class Act FCU branches at Doss (the county’s first), Southern, and Jeffersontown, plus the Ballard Bank program. Those branches teach the *operations* of money; S3QUOYAH supplies the *judgment layer* — and the branch-crossover KPI above measures the pairing. Inside an Academies of Louisville pathway, the stack runs: curriculum core → branch experience → work-based learning → Unit 6 capstone → postsecondary bridge. Conceptual guardrails hold throughout — branch hours are the school’s program; the curriculum never gives financial advice.

**Stated plainly:** the dashboard today displays targets and illustrative projections — the 2027–28 pilot fills it with your students’ real numbers. We will not dress up data we do not have; after one pilot year, you take results — not a sales pitch — to your board.