NEXT GENERATION K-12 INDICATORS

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Pathways to Adult Success (PAS):
A next generation of indicator and response systems
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Overview

- Motivation for next generation indicators
- Examples of next generation indicators
- Considerations when choosing next generation indicators
- Individual reflection and group discussion
Educational Attainment

Academic Performance:
• Attendance
• Behavior
• Course Grades

School Climate

Social and Emotional Learning

Health

Others

Adult Success
Conceptual Framework: The 5 Essential Supports

1. Leadership as the Driver for Change

2. Professional Capacity

3. Parent-Community Ties

4. Student-Centered Learning Climate

5. Instructional Guidance

Bryk, et al., 2010

Organizing Schools for Improvement: Lessons from Chicago
School Effectiveness Diagnostic
Conceptual Framework: Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance

Farrington et al., 2012
BEL-S Student Survey Measures

CLASSROOM CONTEXT
16 items - Teacher Instructional Practices

ACADEMIC MINDSETS
Academic Identity
Self-Efficacy
Relevance
Belonging (Classroom & School)
Performance Approach/Avoidance
Theories of Intelligence (Growth/Fixed Mindset)
Motivation

LEARNING STRATEGIES
Organization/Time Management
Self-Monitoring Strategies

ACADEMIC PERSEVERANCE
Grit
Cognitive Self-Control
Delay of Gratification

ACADEMIC BEHAVIORS
Attendance
Homework
Class Participation/Studying
Characteristics of an Effective Indicator: Example of Freshman OnTrack

An effective indicator:

• **Addresses a problem** or issue that is considered to be a priority by district leadership, school staff, students, their families and the community.
Goals of the 2002 education plan include high school graduation and postsecondary training and education.

4. Support for student development and post-secondary training and education. CPS schools will be student-centered environments that provide the relationships, experiences, and support that students need to form and realize high aspirations. CPS classrooms will be safe and orderly environments necessary to promote learning. Graduation from high school and participation in post-secondary training and education will be the goal for all CPS students. Students will be engaged throughout their school careers in after-school and enrichment activities that support engagement in school, identification of talents, and aspirations for the future.
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An effective indicator:

• **Addresses a problem** or issue that is considered to be a priority by district leadership, school staff, students, their families and the community.

• **Is predictive** of the outcome of interest.
9th graders who are on track are four times more likely to graduate than students who are off track.
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- Provides information that school practitioners can take action on and have an impact on- (e.g., it is both a *malleable and actionable factor*).
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• **Is available at the right time** for practitioners to act.
**District Early Warning Reporting System**

**Freshmen Watchlist**

- List of incoming first-time freshmen with risk factors
- Populated with 8th grade data, including grades, attendance, EXPLORE scores, whether the student has an IEP, and feeder elementary school
- Early 9th grade results, such as Freshmen Connection participation, will be added as available

- Use in the summer and through the first quarter

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<th>Math Intervention</th>
<th>Reading Intervention</th>
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<th>Feeder school</th>
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• **Is based on research evidence** of a direct causal linkage to the outcome of interest.
FIGURE 2
In secondary mover schools, increases in 9th grade on-track rates persisted as that cohort progressed through high school.

- **9th Grade On-Track**
  - Baseline: 52%
  - 2009 Cohort: 63%
  - Increase: +11

- **10th Grade On-Track**
  - Baseline: 44%
  - 2009 Cohort: 56%
  - Increase: +12

- **11th Grade On-Track**
  - Baseline: 38%
  - 2009 Cohort: 49%
  - Increase: +11

- **Graduation**
  - Baseline: 44%
  - 2009 Cohort: 57%
  - Increase: +13

Note: This figure represents first-time freshmen at secondary mover schools without a special education status. Years refer to the spring of the school year.
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