

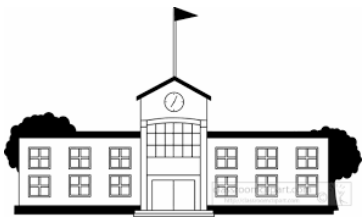
NEXT GENERATION K-12 INDICATORS

Jenny Nagaoka
UChicago Consortium on School Research

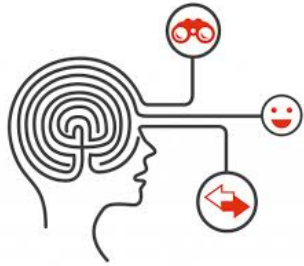
*Pathways to Adult Success (PAS):
A next generation of indicator and response systems
May 2, 2017*

Overview

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



School Climate



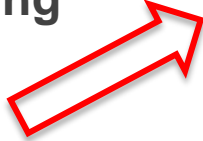
Social and Emotional Learning



Health

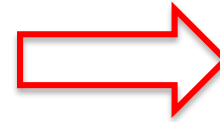
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Others



Academic Performance:

- Attendance
- Behavior
- Course Grades

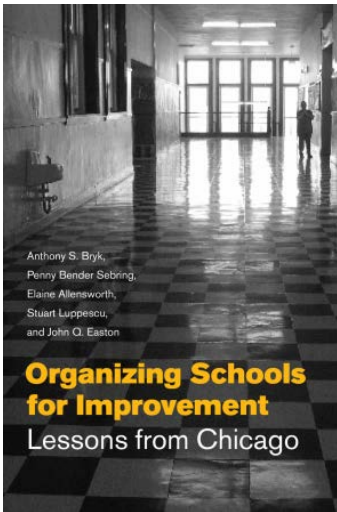
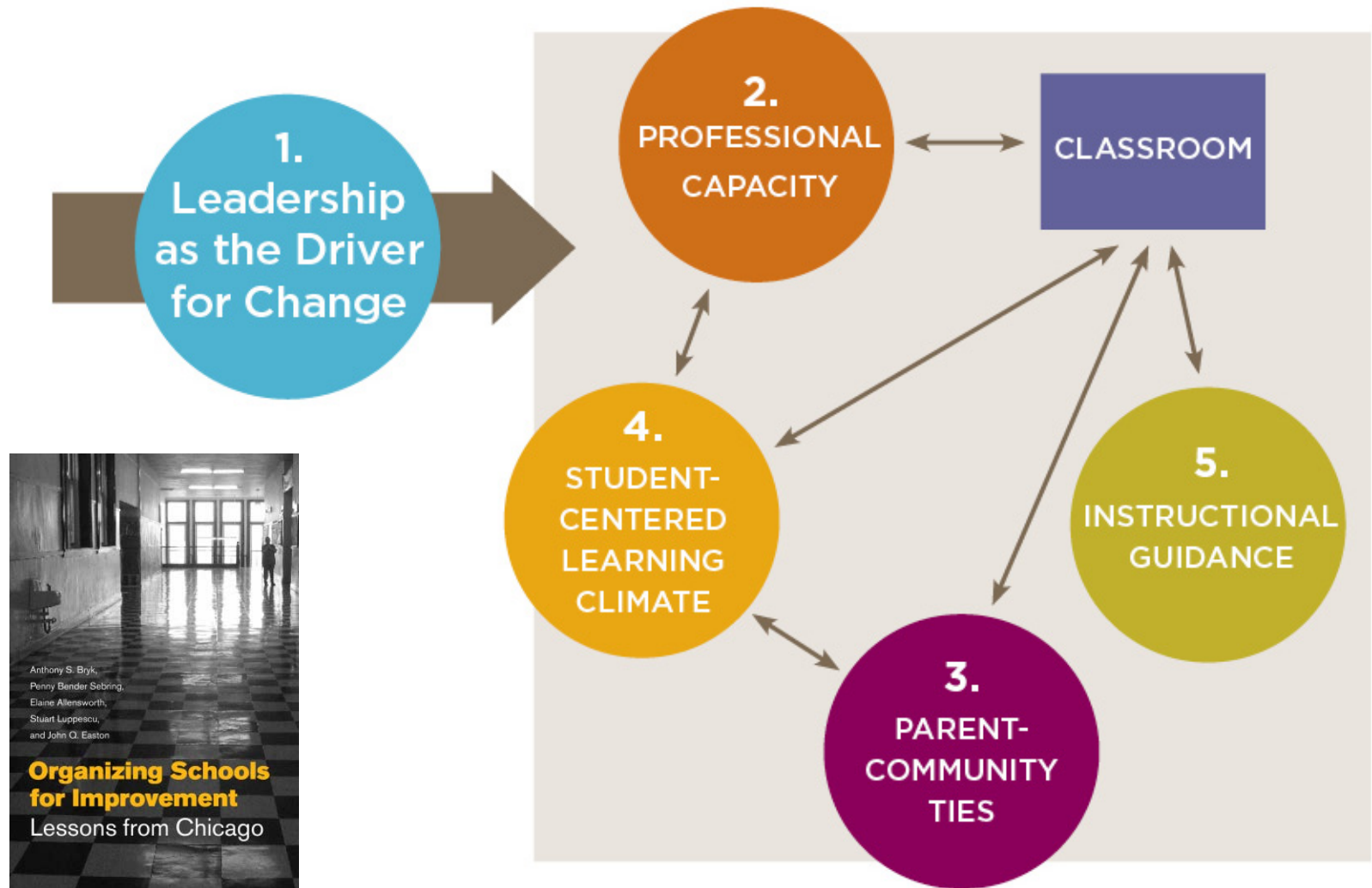


Educational Attainment

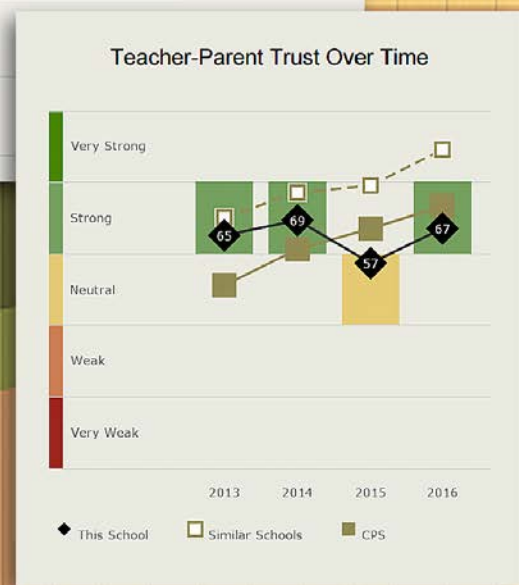
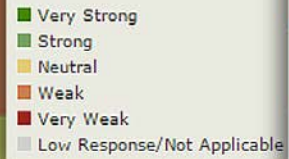


Adult Success

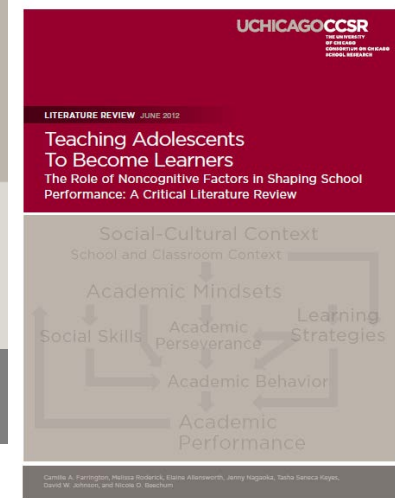
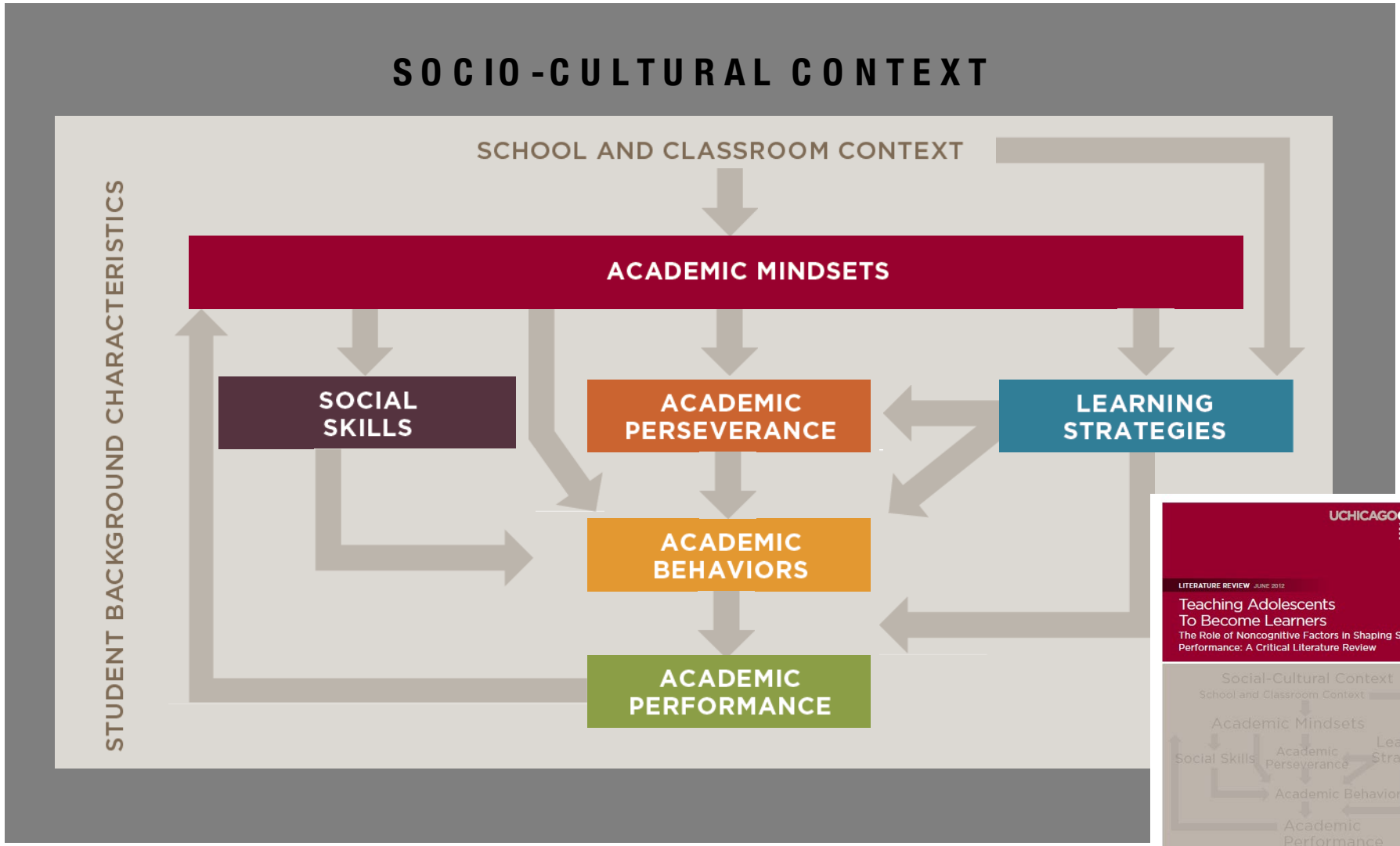
Conceptual Framework: The 5 Essential Supports



School Effectiveness Diagnostic



Conceptual Framework: Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance



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.

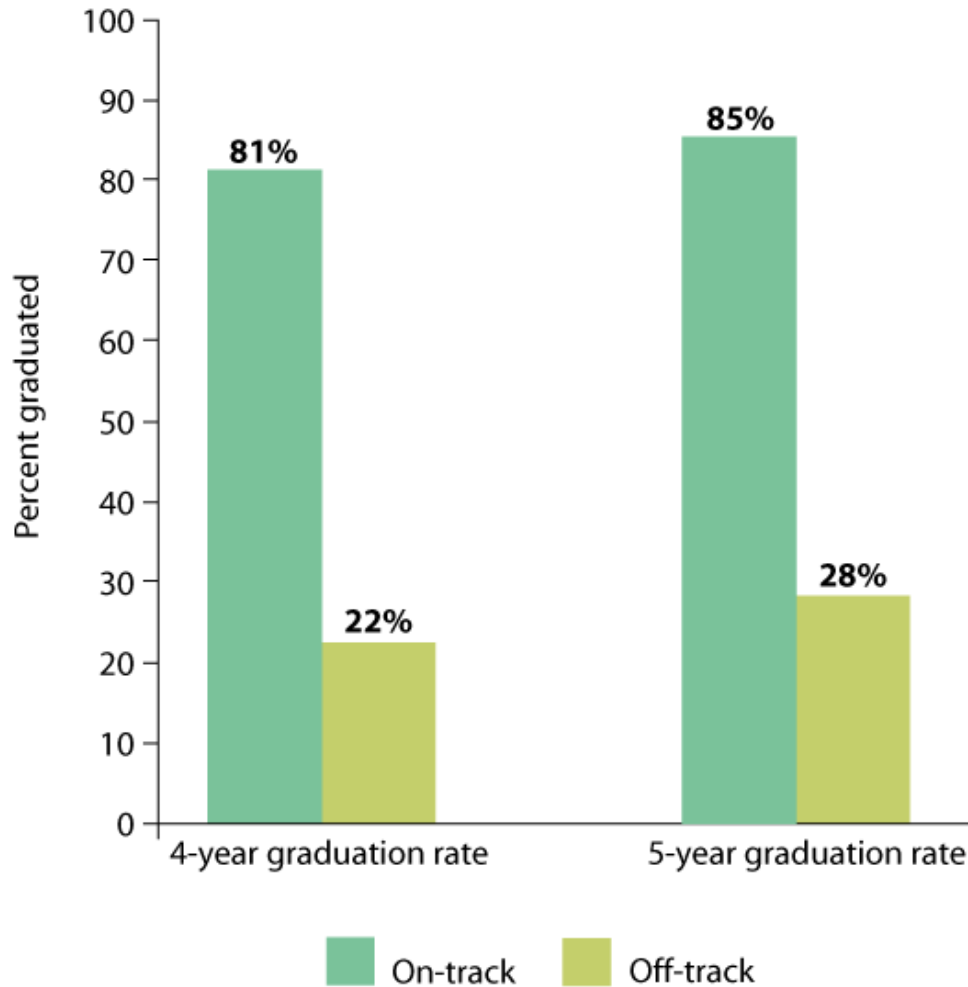
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- **Is predictive** of the outcome of interest.

Four- and Five-Year Graduation Rates by Whether On-Track at the End of the Freshman Year

Students entering high school in September 1999



9th graders who are on track are four times more likely to graduate than students who are off track

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Needs Assessment Narrative

Completed by: _____ Date: _____

- What are the 3-5 most critical areas for improvement at you currently impacting the overall experience and performance?
- What data and analysis, both quantitative and qualitative, is available to support these needs?
- How does your strategy address these improvement needs?
- How are you engaging your Principal and other key stakeholder collaborative responses to these improvement needs?

Microsoft Access: [Interventions_Final]

File Edit View Insert Format Records Tools Window Help

Tables: 16

Student: Rodriguez, Willie

InterventionType: [Dropdown]

Intervention: Administration Conference
Alert
Group
Home Visit
House Meeting
Parent Conference
Phone Call
Referral

Date: [Dropdown]

Staff Member: [Dropdown]

Comments: [Text Area]

Action Taken: [Text Area]

DISTRICT STUDENT SUCCESS SUMMARY REPORT 2008-2009 SCHOOL YEAR: SEMESTER 1

Total First-Time Freshmen: 25208
If your Freshmen On Track rate was calculated today, it would be: 73.37%

First-Time Freshmen Grades by Core Subject

| | English | | Math | | Science | | Social Studies | |
|------------------------------|---------|---------|--------|---------|---------|---------|----------------|---------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| A | 2099 | 11.89% | 3145 | 12.5% | | | | |
| B | 5458 | 21.65% | 5025 | 19.5% | | | | |
| C | 8110 | 24.23% | 5020 | 19.5% | | | | |
| D | 4677 | 18.74% | 5461 | 21.6% | | | | |
| F | 4891 | 19.43% | 4751 | 18.8% | | | | |
| % with only 1 Core F: 12.29% | | | | | | | | |

First-Time Freshmen Flagged On Success Report


- Academic Intervention Only
- Attendance Intervention Only
- Academic and Attendance Interventions
- Progress of Students Flagged
- Flagged on Current Success Report
- Flagged on Prior Success Report
- Flagged on Prior Success but not on Current Success Report
- Flagged on Current Success Report but not on Prior Success Report

1. The Freshmen On Track rate in this report is intended to provide a snapshot of student success and is not an accountability measure. This data is used for research, evaluation, and accountability purposes. It is based on semester grades which are used for the final calculation.

2. First-Time Freshmen Grades by Core Subject represents the percentage of students who earned a passing grade in each core subject. For example, if a student is enrolled in two English courses and is successful in one, the percentage of core that is successful is 50%. However, the percentages of core that are successful are not added to 100% due to students with mixed success. The data used in this report was extracted from SIS.

Data & Analysis
Office of High Schools and High School Programs
Chicago Public Schools

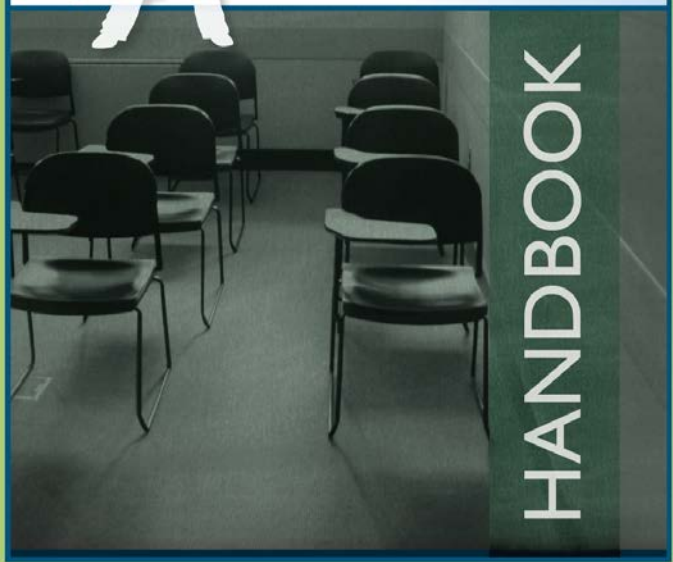
| Division | Watch List | On Track | Last Name | First Name | EP | Status | Algebra | Biology | English | Social Science |
|----------|------------|-----------|-----------|------------|----|--------|---------|---------|---------|----------------|
| | | off-track | | | | Active | 2 | 0 | 4 | 1 |
| | | | | | | Active | 2 | 3 | 3 | 3 |
| | | off-track | | | | Active | 0 | 2 | 1 | 1 |
| | | off-track | | | | Bridge | 0 | 2 | 1 | 1 |
| | Watch List | | | | | Bridge | 1 | 1 | 3 | 3 |
| | | | | | | Active | 1 | 4 | 2 | 3 |
| | | | | | | Active | 3 | 1 | 3 | 1 |
| | | | | | | Active | 3 | 0 | 4 | 1 |



GRADUATION THWAYS

Freshmen On-Track

A guide to help you keep your freshmen on-track to graduate.



HANDBOOK

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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

| Last Name | First Name | Age | Gender | IEP | Bridge Required | Attendance Intervention | Math Intervention | Reading Intervention | Explore Math | Explore Read | Math Grade | Read Grade | Unexcused absences | Feeder school |
|-----------|------------|-----|--------|-----|-----------------|-------------------------|-------------------|----------------------|--------------|--------------|------------|------------|--------------------|---------------|
| | | 15 | female | Y | Y | N | Y | Y | | | D | D | 9 | BASS |
| | | 15 | male | N | N | N | N | N | 11 | 12 | C | C | 2 | WENTWORTH |
| | | 15 | male | N | Y | Y | Y | N | 4 | 11 | D | B | 17 | BOND |
| | | 14 | male | Y | N | Y | N | N | 5 | 10 | B | B | 22 | KINZIE |
| | | 15 | female | Y | N | N | N | N | | | | | 1 | SEXTON |
| | | 15 | female | N | N | N | N | N | 3 | 11 | C | C | 1 | PARKER |
| | | 15 | male | N | N | N | N | N | | | B | C | 5 | MAYS |
| | | 15 | female | N | Y | Y | Y | N | 7 | 10 | D | C | 13 | BANNEKER |
| | | 15 | female | N | N | N | N | N | 10 | 12 | C | C | 1 | PARKER |
| | | 15 | female | N | Y | N | N | N | 10 | 11 | B | C | 6 | DENEEN |
| | | 15 | female | N | Y | N | Y | Y | 12 | 10 | D | D | 5 | OGLESBY |
| | | 15 | male | N | N | N | N | N | 11 | 11 | C | C | 5 | ATTUCKS |
| | | 15 | male | N | N | N | N | N | 14 | 13 | B | B | 4 | NICHOLSON |
| | | 15 | female | N | Y | Y | N | Y | 13 | 10 | C | D | 15 | PARK MANOR |
| | | 15 | male | N | Y | Y | Y | N | 10 | 11 | F | C | 44 | DENEEN |
| | | 15 | female | N | N | N | N | N | 12 | 12 | B | B | 2 | HARVARD |
| | | 15 | male | Y | N | N | N | N | 10 | 6 | C | B | 6 | BOND |
| | | 14 | female | N | N | N | N | N | | | A | B | 4 | OGLESBY |
| | | 15 | male | N | Y | N | Y | Y | 10 | 12 | F | F | 8 | WENTWORTH |
| | | 14 | male | N | N | N | N | N | 14 | 10 | C | C | 1 | CARTER |
| | | 15 | male | Y | N | N | Y | Y | 6 | 9 | D | D | 2 | YALE |

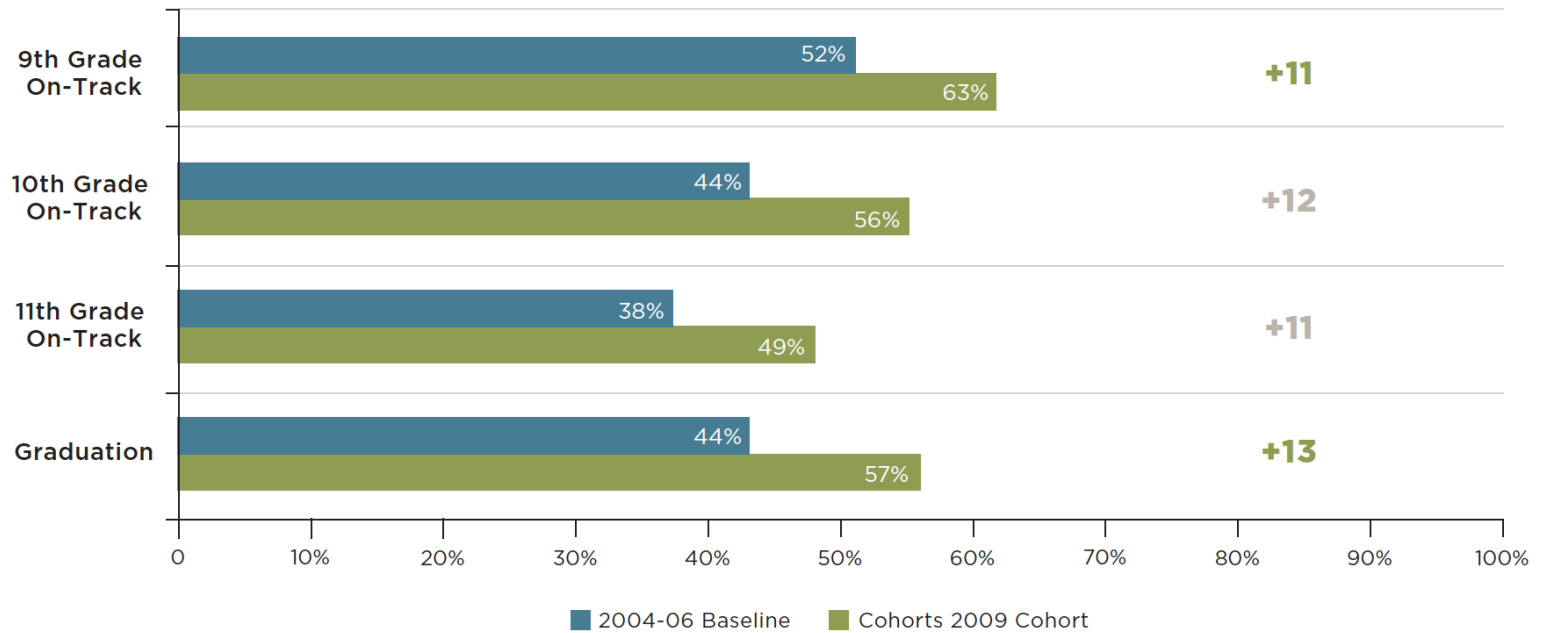
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- **Is available at the right time** for practitioners to act.
- **Is based on research evidence** of a direct causal linkage to the outcome of interest.

FIGURE 2

In secondary mover schools, increases in 9th grade on-track rates persisted as that cohort progressed through high school



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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