

K-12 SYSTEM PERFORMANCE IMPROVEMENTS			
CATEGORY	SUGGESTED INDICATOR	RATIONALE	POSSIBLE DATA SOURCES
School attendance rates	<ul style="list-style-type: none"> <li>▪ Fraction of K-3<sup>rd</sup> grade students with &gt;90% attendance</li> <li>▪ Fraction of 6-8<sup>th</sup> grade students with &lt;20% absenteeism</li> <li>▪ Fraction of 9<sup>th</sup>-12<sup>th</sup> grade students missing fewer than 10% of school days per year</li> </ul>	<p><b>School attendance predicts academic success.</b></p> <ul style="list-style-type: none"> <li>✓ In grades K-3, students absent fewer than 10% of the time are more likely to be promoted on time and receive higher grades in core subject areas.</li> <li>✓ In middle grades, &lt;20% absenteeism is correlate with on time high school graduation.</li> <li>✓ In high school, missing no more than 10% of school days per year is associated with on-track graduation</li> </ul> <p><i>National Association of Secondary School Principals:</i>  <a href="http://www.nassp.org/tabid/3788/default.aspx?topic=A_Focus_on_Attendance_Is_Key_to_Success">http://www.nassp.org/tabid/3788/default.aspx?topic=A_Focus_on_Attendance_Is_Key_to_Success</a></p> <p><i>“Everyone Graduates Center” report:</i>  <a href="https://ct.global.ssl.fastly.net/media/W1siZiZlsjlwMTQvMDQvMTUvMjE1dnkya3BzOF9GSU5BTENocm9uaWNBYSNlbnRlZWlzbVJlcG9ydF9NYXkxNi5wZGYiXV0/FINALChronicAbsenteeismReport_May16.pdf.pdf?sha=ffcb3d2b">https://ct.global.ssl.fastly.net/media/W1siZiZlsjlwMTQvMDQvMTUvMjE1dnkya3BzOF9GSU5BTENocm9uaWNBYSNlbnRlZWlzbVJlcG9ydF9NYXkxNi5wZGYiXV0/FINALChronicAbsenteeismReport_May16.pdf.pdf?sha=ffcb3d2b</a></p> <p><i>Allensworth &amp; Easton, 2007; Chang &amp; Mariajose, 2008</i></p>	<p><b>Existing:</b></p> <ul style="list-style-type: none"> <li>▪ School district administrative records</li> </ul>
Reading proficiency by 3 <sup>rd</sup> grade	<ul style="list-style-type: none"> <li>▪ Fraction of 3<sup>rd</sup> grade students who meet a particular cut point for proficiency</li> <li>▪ Fraction of schools in which 75%+ students met a particular cut point for proficiency</li> </ul>	<p><b>Reading by 3<sup>rd</sup> grade predicts academic success in middle and high school.</b></p> <p><i>Annie E. Casey Foundation, 2010; Hernandez, 2012</i></p>	<p><b>Existing:</b></p> <ul style="list-style-type: none"> <li>▪ Standardized reading proficiency assessments</li> </ul>
Passing Algebra I in 8 <sup>th</sup> grade and Algebra II in 9 <sup>th</sup> grade	<ul style="list-style-type: none"> <li>▪ Fraction of 8<sup>th</sup> students taking and passing Algebra I</li> <li>▪ Fraction of 9<sup>th</sup> grade students taking and passing Algebra II</li> </ul>	<p><b>Passing Algebra I in 8<sup>th</sup> grade and Algebra II in 9<sup>th</sup> grade is inversely correlated with remediation at the postsecondary level.</b></p> <p><i>Kurlaender, Reardon, &amp; Jackson, 2008; CRIS Annenberg Institute for School Reform, 2010; Klepfer &amp; Hull, 2012; Lee, 2012 &amp; 2013</i></p>	<p><b>Existing:</b></p> <ul style="list-style-type: none"> <li>▪ District administrative data for course taking and student grades</li> </ul>
High School GPA	<ul style="list-style-type: none"> <li>▪ Fraction of students earning a GPA of 3.0 or higher (with cuts by grade level, gender, race, socioeconomic indicator, and school)</li> </ul>	<p><b>GPA of 3.0 or above correlates with enrolling in and successfully completed credit-bearing entry-level college courses.</b></p> <p><i>ACT, 2012; Mishook et al., 2012</i></p>	<p><b>Existing:</b></p> <ul style="list-style-type: none"> <li>▪ District administrative data for grade point average</li> </ul>
Participation in AP/IB courses Passing scores on AP/IB tests	<ul style="list-style-type: none"> <li>▪ Fraction of 12<sup>th</sup> grade students who have participated in 1, 2, or 3+ AP or IB courses</li> <li>▪ Fraction of 12<sup>th</sup> grade student who have scored 3 or higher on AP OR 4 or higher on IB exam</li> </ul>	<p><b>Scoring a 3 or higher on AP exam or 4 or higher on IB exam is correlated with college enrollment and persistence rates in the first 2 years of a degree or certificate-seeking program.</b></p> <p><i>Karp, Calcagno, Hughes, Jeong, &amp; Bailey, 2007; Nagoaka, Roderick, &amp; Coca, 2009; Rumberger &amp; Larson, 1998; Wiley, Wyatt, &amp; Camara, 2010</i></p>	<p><b>Existing:</b></p> <ul style="list-style-type: none"> <li>▪ District administrative data for AP and IB course participation, test taking, and test scores</li> </ul>
Dual enrollment	<ul style="list-style-type: none"> <li>▪ Fraction of 12<sup>th</sup> grade students who have earned college credit prior to high school graduation</li> </ul>	<p><b>Student who earn college credit while still in high school have better odds of enrolling in and persisting in the first 2-years of a degree or certificate-seeking program.</b></p> <p><i>Karp, Calcagno, Hughes, Jeong, &amp; Bailey, 2007; Nagoaka, Roderick, &amp; Coca, 2009; Rumberger &amp; Larson, 1998; Wiley, Wyatt, &amp; Camara, 2010</i></p>	<p><b>Existing:</b></p> <ul style="list-style-type: none"> <li>▪ District administrative data</li> </ul>
Student retention	<ul style="list-style-type: none"> <li>▪ Fraction of students each year who are retained in the school district</li> </ul>	<p><b>Students who are retained in the system and may become eligible for Promise program funds. May be an indicator of market demand for district services.</b></p>	<p><b>Existing:</b></p> <ul style="list-style-type: none"> <li>▪ District enrollment records</li> <li>▪ Publicly available high school drop out rates</li> </ul>
High school counselor to student ratio and/or presence of college and career advisors in the school	<ul style="list-style-type: none"> <li>▪ Fraction of schools in which the counselor to student ratio is no higher than 1:250</li> </ul>	<p><b>The counselor to student ratio can be a significant predictor of the level of supports students receive for post-secondary planning and application, especially in schools serving large proportions of low-income students. The counselor professional organization American School Counselor Association recommends no more than 1 counselor for every 250 students. However, in some schools with many students from vulnerable populations, and even lower ratio may be necessary to provide the same levels of support as schools serving students with significant social capital.</b></p>	<p><b>Existing:</b></p> <ul style="list-style-type: none"> <li>▪ School personnel records</li> <li>▪ School enrollment records</li> </ul> <p><b>Primary data collection:</b></p> <ul style="list-style-type: none"> <li>▪ High school counselor survey of student caseload size</li> </ul>

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		<i>American School Counselor Association</i> <a href="http://www.schoolcounselor.org/asca/media/asca/home/rolestatement.pdf">http://www.schoolcounselor.org/asca/media/asca/home/rolestatement.pdf</a> <i>McDonough, 2005</i>	
<b>Participation in college admissions exams</b>	<ul style="list-style-type: none"> <li>▪ Fraction of 10<sup>th</sup> grade students who take the PSAT</li> <li>▪ Fraction of 12<sup>th</sup> grade students who take the SAT or ACT</li> <li>▪ Fraction of students who took the SAT or ACT who met college ready benchmarks for the assessment</li> </ul>	<p><b>Participation in these tests is appears to create momentum around a range of college-going activities and supports. Taking the test is also a gatekeeper to non-open-enrollment colleges. Meeting benchmarks on college admissions exams is correlated with post-secondary attainment.</b></p> <p><i>ACT, 2012; Klasik, 2012</i></p>	<p><b>Existing:</b></p> <ul style="list-style-type: none"> <li>▪ District records on PSAT and SAT participation and scores provided by College Board and/or ACT</li> </ul>
<b>Academic performance in math and reading</b>	<ul style="list-style-type: none"> <li>▪ Fraction of students meeting proficiency cut on standardized test for reading and math</li> </ul>	<p><b>Meeting or exceeding benchmark scores on state assessments is correlated with future academic success.</b></p> <p><i>Cumpton et al., 2012</i></p>	<p><b>Existing:</b></p> <ul style="list-style-type: none"> <li>▪ State mandated standardized test scores</li> </ul>
<b>Student &amp; parent postsecondary aspirations</b>		<p><b>Student and parental aspirations regarding postsecondary plans are thought to predict whether necessary college-going actions are taken- including college-preparatory courses, college entrance exams, college visits, and financial aid and application completion.</b></p> <p><i>Sewall &amp; Shah, 1968; Hossler &amp; Stage, 1992; Freeman, 2005</i></p>	<p><b>Existing:</b></p> <p><b>Primary data collection:</b></p> <ul style="list-style-type: none"> <li>▪ Range of tools developed by Gary Miron and colleagues (see Miron &amp; Evergreen, 2008; Miron, Jones, &amp; Young, 2011; )</li> <li>▪ Scale of Educational Aspirations and Expectations for Adolescent</li> <li>▪ National Survey of Student Engagement (NSSE)</li> </ul>
<b>Teacher expectations for student postsecondary</b>		<p><b>Teachers holding high expectations for students' academic success predicts student achievement and high school graduation.</b></p> <p><i>Alderman, 2013; Benner &amp; Mistry, 2007; Braxton, Vesper, &amp; Hossler, 1995; Jones, Miron, &amp; Young, 2012)</i></p>	<p><b>Existing:</b></p> <p><b>Primary data collection:</b></p> <ul style="list-style-type: none"> <li>▪ See instruments used in Jones, J., Miron, G., &amp; Young, A., 2012</li> </ul>
<b>High school graduation rate</b>	<ul style="list-style-type: none"> <li>▪ 4-year cohort graduation rates</li> </ul>	<p><b>Earning a high school diploma is a gatekeeper to most post-secondary education. Increasing graduation rates results in more students being potentially able to use Promise scholarships and is an explicitly targeted outcome of many such programs.</b></p>	<p><b>Existing:</b></p> <ul style="list-style-type: none"> <li>▪ Publicly available 4-year cohort graduation rates</li> </ul> <p><b>Primary data collection:</b></p>
<b>FAFSA completion rate</b>	<ul style="list-style-type: none"> <li>▪ Fraction of 12<sup>th</sup> grade students who complete the FAFSA</li> <li>▪ Beginning in 2016-2017 school year: Fraction of 12<sup>th</sup> grade students who complete the FAFSA by November of their senior year.</li> </ul>	<p><b>Students who complete the FAFSA, a college application and seamlessly enroll are more likely to persist in post-secondary.</b></p> <p><b>Earlier FAFSA completion increases college-going and college match.</b></p> <p><i>Nagoaka, Roderick, &amp; Coca, 2009</i></p> <p><i>Bettinger, Long, &amp; Oreopoulos, 2013</i></p>	<p><b>Existing:</b></p> <ul style="list-style-type: none"> <li>▪ Publicly available completion rates by high school: <a href="https://studentaid.ed.gov/sa/about/data-center/student/application-volume/fafsa-completion-high-school">https://studentaid.ed.gov/sa/about/data-center/student/application-volume/fafsa-completion-high-school</a></li> </ul> <p><b>Primary data collection:</b></p> <ul style="list-style-type: none"> <li>▪ 12<sup>th</sup> grade surveys</li> <li>▪ 12<sup>th</sup> grade counselor records</li> </ul>
<b>Rates of required remediation at the college level</b>	<ul style="list-style-type: none"> <li>▪ Fraction of high school graduates enrolled in at least 1 developmental/remediation course in freshman year of college</li> </ul>	<p><b>Students who do not need remediation are more likely to attain a postsecondary degree than those who need remediation in college.</b></p> <p><i>Moore &amp; Shulock, 2009; Roderick, Nagoaka, &amp; Coca, 2009</i></p> <p>* If a Promise program induces academically marginal students to attend college (a very good thing) it might well increase the rate of required remediation. The same thing could occur if a Promise program doesn't change the fraction of student going to college but induces them to go to more challenging colleges where the same student who would not have required remediation in the absence of the Promise would in fact have required remediation.</p>	<p><b>Existing:</b></p> <ul style="list-style-type: none"> <li>▪ Post-secondary institution administrative data would include rates of remediation, but may or may not include fields noting Promise status.</li> </ul>
<b>School district enrollment</b>	<ul style="list-style-type: none"> <li>▪ Year-to-year total enrollment change</li> </ul>	<p><b>An important goal of many Promise programs is to strengthen school district enrollment, thereby increasing per-pupil</b></p>	<p><b>Existing:</b></p>

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	<ul style="list-style-type: none"> <li>▪ Exit and entry rates from school district</li> <li>▪ Fraction of children in community eligible to attend the public system who enroll</li> </ul>	<p><b>revenue and improving community perceptions. A related goal in some communities is to promote or stabilize socioeconomic or racial/ethnic diversity in a school district. An examination of enrollment trends should include segmentation by race/ethnicity and income; calculation of entry v. exit rates; and ideally where entering or exiting students are coming from or going to.</b></p> <p><i>Kahlenberg, 2012</i></p> <p><b>Many Promise programs reward continuous long-term enrollment in the school district as a way of supporting economic development. Would expect increased entry and/or decreased exit rates at a time where Promise eligibility is maximized. A before-and-after Promise comparison of exit and entry rates will provide insight into whether this long-term attachment to the district is being created.</b></p> <p><b>An important goal of many Promise programs is to strengthen the public school district serving the urban core. If the Promise program is restricted to this public school district, examining changes over time in the proportion of children living in the district attending public schools can reveal whether the school district is becoming a preferred choice for families.</b></p>	<ul style="list-style-type: none"> <li>▪ Publicly available district enrollment data</li> <li>▪ District administrative data on withdrawals and registrations</li> <li>▪ Publicly available data on school age children and total district enrollment</li> </ul>