New report card indicators & why they matter

CURRICULUM/RESOURCES	Why it's important
Advanced classes (HS only)	Advanced classes like International Baccalaureate (IB) or Advanced Placement (AP) courses are more rigorous courses that help prepare students for success in college.[1]
Foreign language courses	Learning a foreign language increases students' employability and can improve academic performance in other areas while preparing students as global citizens.[2]
Dual credit courses (HS only)	Dual credit provides benefits such as access to a wider range of rigorous courses, savings in time and money on a college degree, and enhancing admission to and retention in college.
School personnel resources	School personnel provide resources to a school to support student health, development and learning.
FROM THE PRINCIPAL	**Why it's important**
Elective classes (MS& HS only)	Elective classes can cultivate a student's interests, strengths and special talents.
Approved programs of study (HS only)	CTE programs, with business and community support, prepare students for the world of work by building academic, vocational, career planning and citizenship skills at the same time.
Extracurricular activities	Extracurricular activities offer opportunities for students to learn teamwork, individual responsibility, understand diversity and community, improve physical health, and experience competition.
Before & after school programs	Before and after school programs serve various purposes including safety and supervision to academic support to cultural enrichment.
Health & wellness compliance	Well-maintained schools provide a positive learning environment. Physical education can promote positive lifelong healthy attitudes and improve self-confidence, academic performance, and self-control.[3]
Awards received	Awards highlight the accomplishments of the school and its students.
Community partnerships	Partnerships allow schools to leverage external resources and provide additional opportunities for students.
OUTCOMES (new indicators)	**Why it's important**
% of students graduating within 4 years (HS only)	High school graduation lays the foundation for success in today's economy.[4]
% of students academically ready for college & career (HS only)	Students who meet or exceed "benchmark" scores on the ACT exams are more likely to be academically ready for entry-level college coursework.[5]
% of students certified career ready (HS only)	Students who finish high school ready for entry to the world of work (e.g., with a business-recognized certificate, having completed a CTE Program of Study) are more likely to succeed in the long-term.
% of graduates who enrolled in additional schooling after graduation (HS only)	Two-thirds of new jobs in today's economy require continued education after a high school diploma.[6]

% of 8th graders passing Algebra I with grade of C or better (MS only)	Students who take Algebra in middle school have more advanced math skills later in life.[7] They are more likely than their peers to complete a challenging course sequence in high school, and to enroll in college.[8]
% of alumni college freshmen enrolled in "remedial" courses	Enrollment in remedial courses is an indicator that a student is not fully prepared for college-level coursework. Students who take remedial courses are less likely to complete college than their peers.[9]
% of students Kindergarten ready (Elem only)	Kindergarteners who enter prepared to succeed in school socio-emotionally, cognitively, and physically have greater success in school and later in life. [10]
% of alumni "on track" in their freshman year of high school (MS only)	Success in freshman courses is a key predictor of graduation from high school.[11] Reporting on the performance of middle school graduates provides feedback on their preparation for high school.
PROGRESS (new indicators)	**Why it's important**
% of high school freshmen "on track" (HS only)	Freshmen who are on-track in their courses go on to their sophomore year are more likely to succeed in and graduate from high school.[12]
% of students achieving expected growth	Students must make a certain amount of growth from one academic year to the next in order to meet standards expectations. Analysis lets districts predict how much growth students should be able to make in a given year. This metric tells us whether students are making "expected" growth.
ENVIRONMENT (new indicators)	**Why it's important**
% of teachers rated proficient or excellent	Teachers are the single most important in-school factor in determining whether and how well students learn. Evaluations measure the quality of instruction students receive and the impact on student outcomes.[13]
% of students with less than 10 absences in the school year.	Students with high attendance are more likely to learn, graduate and succeed post-graduation; students with high or chronic truancy levels are more likely to drop out.[14] This reporting method accurately reflects these individuals, rather than losing them in average attendance statistics.
% of teachers present in class 95% or more of their scheduled class time	Quality instruction requires the consistent presence of students' teachers in the classroom.[15]
% of teachers who returned to school from previous year (3 year average)	Stability in the teaching force can be reflection of the culture at the school. While some movement of teachers in and out of the school is normal, higher rates of turnover may be indicative of less stability.
Principal stability	Stable leadership motivates teachers and creates a positive environment for students.[16]
Family & community engagement in student/ teacher survey	Students with engaged support at home and in their communities are more likely to succeed in school.[17]
Learning climate in student/teacher survey	When students feel safe, supported, and challenged, they are more likely to succeed academically.[18]
Professional climate in teacher survey	Recruiting, developing, and retaining effective teachers requires the presence of a strong professional environment at the individual school level.[19]

[1] The College Board. (2010). *The 6th annual advanced placement report to the nation.* New York, NY: The College Board. Retrieved online October, 2011 from http://professionals.collegeboard.com/profdownload/6th-annual-ap-report-to-the-nation-2010.pdf

[2] Curtain, H. & Pesola, C.A.B. (1994). Languages and Children: Making the Match: Foreign Language Instruction for An Early Start Grades K-8. New York, NY: Longman

[3] Trost, Stewart G. (2007). *Physical education, physical activity and academic performance*. An Active Living Research Brief. Princeton, NJ: The Robert Wood Johnson Foundation. Retrieved online from http://www.activelivingresearch.org/files/Active_Ed.pdf

[4] U.S. Census Bureau. (2010). *Median earnings in the past 12 months (in 2010 inflation-adjusted dollars) by sex by educational attainment for the population 25 years and over.* 2010 American Community Survey 1-year estimates. Retrieved October 2011 from http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_10_1YR_B20004&prodType=table

[5] ACT. *ACT's College Readiness Benchmarks.* http://www.act.org/education/benchmarks.html

[6] The National Skills Coalition. (2010). *Illinois' forgotten middle skill jobs.* Washington, D.C.: National Skills Coalition. Retrieved online October 2011 from http://www.nationalskillscoalition.org/assets/reports-/skills2compete_fogottenjobsupdatedbrief_il_2009-10.pdf

[7] United States Department of Education. (1997). *Mathematics Equals Opportunity*. A white paper prepared for U.S. Secretary of Education Richard W. Riley. Retrieved October 2011 from http://www2.ed.gov/pubs/math/index.html

[8] The Brown Center on Education Policy. (2008). *The misplaced math student: Lost in eighth-grade Algebra*. Washington, D.C.: Brookings Institute.

[9] Strong American Schools. (2008). Diploma to Nowhere. Retrieved October, 2011, from http://www.deltacostproject.org/resources/pdf/DiplomaToNowhere.pdf

[10] Gormley, W.T., and T. Gayer. (2004). *The effects of universal Pre-K on cognitive development.* Washington, D.C.: Georgetown University.

[11] Allensworth, E. & Easton, J. (2005). *The on-track indicator as a predictor of high school graduation.* Illinois: Consortium on Chicago School Research. Retrieved online from http://ccsr.uchicago.edu/publications/p78.pdf

[12] Allensworth, E. & Easton, J. (2005). *The on-track indicator as a predictor of high school graduation.* Illinois: Consortium on Chicago School Research. Retrieved online from http://ccsr.uchicago.edu/publications/p78.pdf

[13] Fallon, Daniel. "Case Study of a Paradigm Shift (The Value of Focusing on Instruction)." Education Research Summit: Establishing Linkages. University of North Carolina, 2003.

[14] Baker, M; Nady Sigmon, J.; & Nugent, M. (September, 2001*). "*Truancy reduction: Keeping students in school." *Juvenile Justice Bulletin*. Washington, D.C.: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention. Retrieved online October 2011 from https://www.ncjrs.gov/pdffiles1/ojjdp/188947.pdf

[15] Miller, Raegen. (2011). *Tales of teacher absence: New research yields patterns that speak to policymakers.* Washington, D.C.: Center for American Progress. Retrieved October 2011 from http://www.americanprogress.org/issues/2008/10/pdf/teacher_absence.pdf

[16] Clark, D.; Martorell, P.; & Rockoff, J. (2009). *School principals and school performance*. CALDER Working Paper 38. Retrieved October 2011 from http://www.caldercenter.org/upload/Working-Paper-38_FINAL.pdf

[17] Sebring, P.; Allensworth, E.; Bryk, A.; Easton, J.; & Luppescu, S. (2006). *The essential supports for school improvement.* Consortium for Chicago School Research. Retrieved October, 2011 from http://ccsr.uchicago.edu/publications/EssentialSupports.pdf

[18] Ibid.

[19] Ibid.