

**How do we follow
student progress at
the district level
regularly and
consistently?**

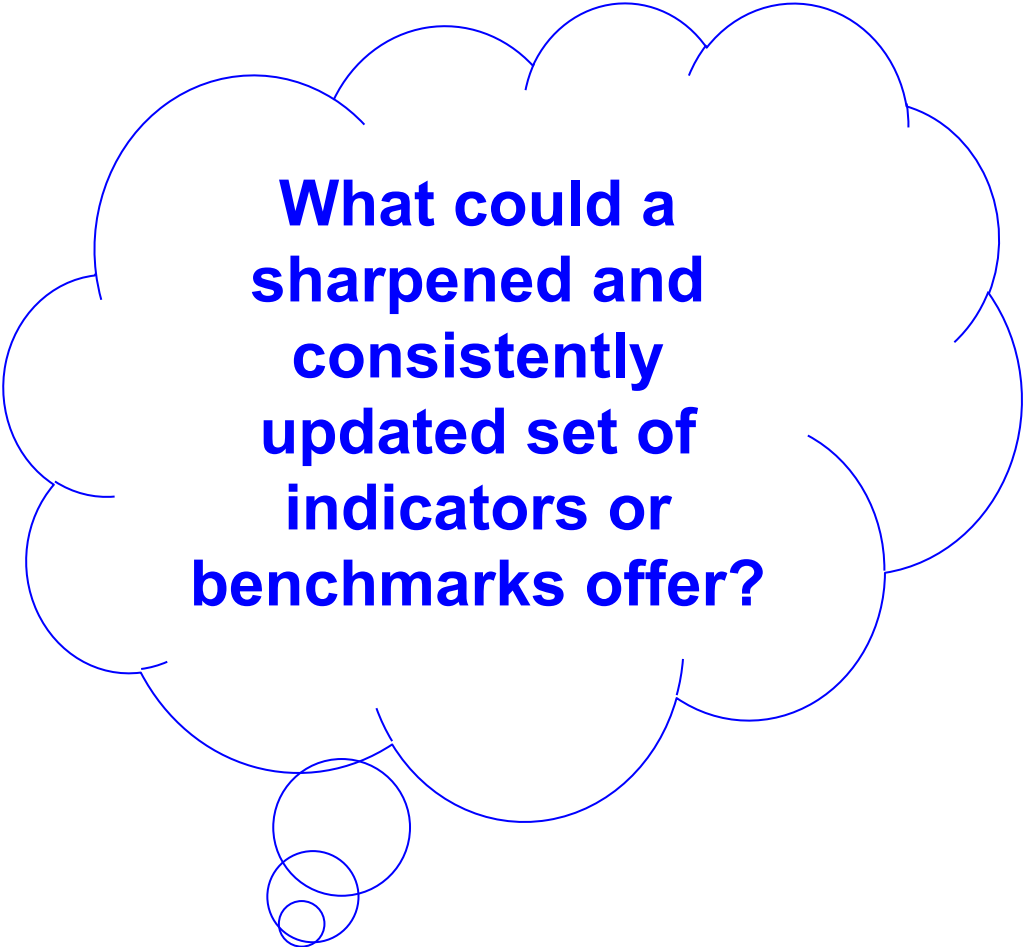
Indicators of Progress V2.

What do we want kids to know?

How will we know if they have learned it?

How do we respond when they don't?

How to we extend and enrich when kids *do* get it?



**What could a
sharpened and
consistently
updated set of
indicators or
benchmarks offer?**

Transparency

Clarity

Focus

How are are
EL kids
doing in
math K-12?

Where do we spend
our limited amount
of professional
development time
next year?

How many of
our 10th
graders are
on track to be
UC/CSU
eligible?

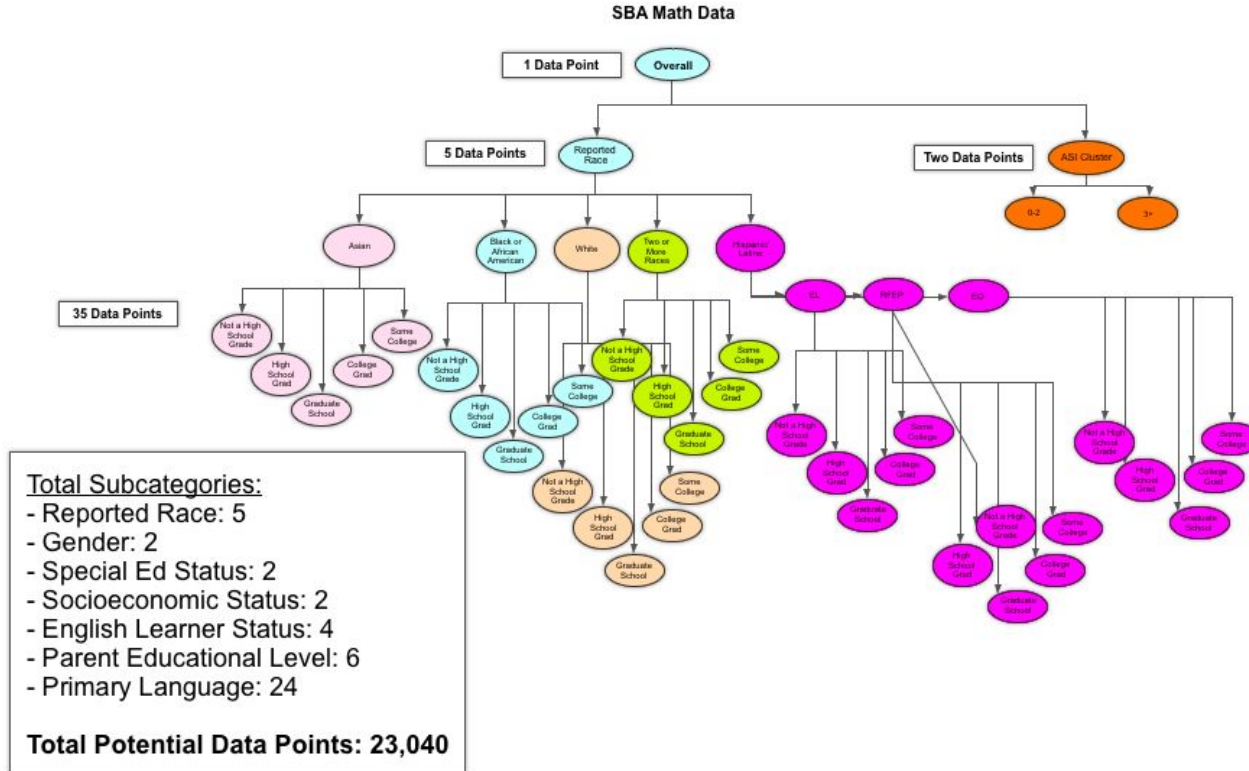
Curious as to
what info the
district is using
to set
priorities?

We provide lots of
support to the
District!!

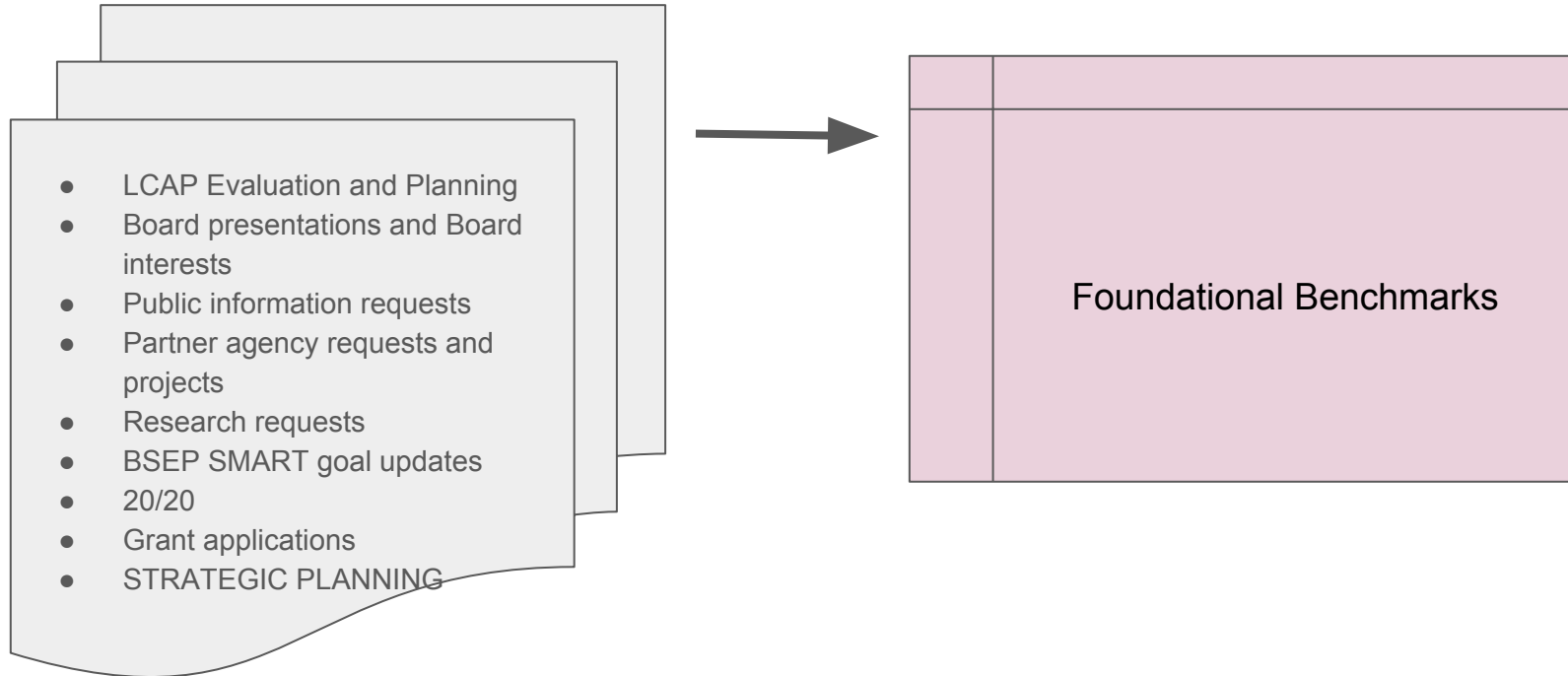
How do we better
align with your
needs???!!

How much of
our academic
outcome data
for kids is
impacted by
attendance?

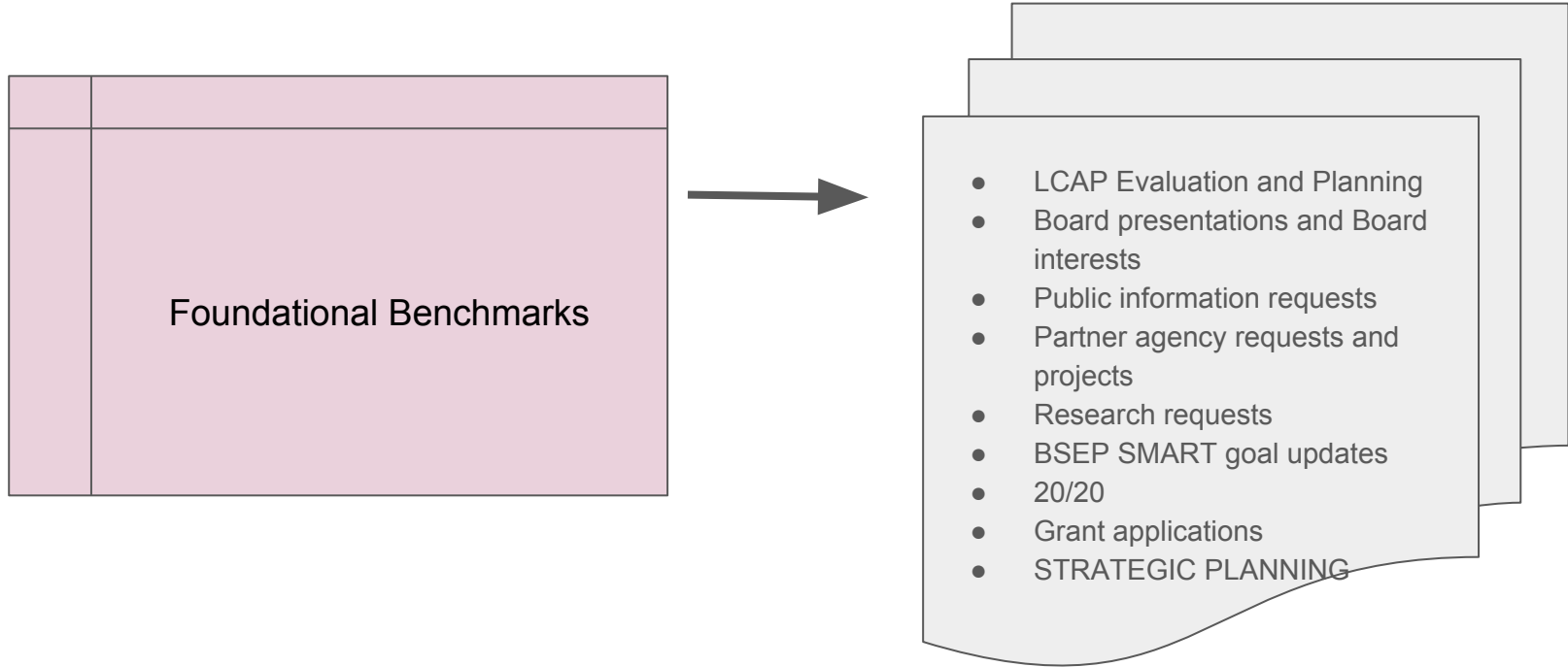
Disaggregation Has Its Challenges



Legitimate Inquiry VS. Clarity and Focus



Legitimate Inquiry VS. Clarity and Focus



- Local Indicators/Benchmarks of student progress:
 - Helps us to look at data in a way that is both meaningful and actionable
 - Clarifies district **focus** on student academic progress
 - Aligns or BETTER STILL drives where and how we connect and work with partnering agencies
 - **Longitudinal monitoring with interim updating throughout the year**
 - **Consistency and ACCESSIBLE Transparency**

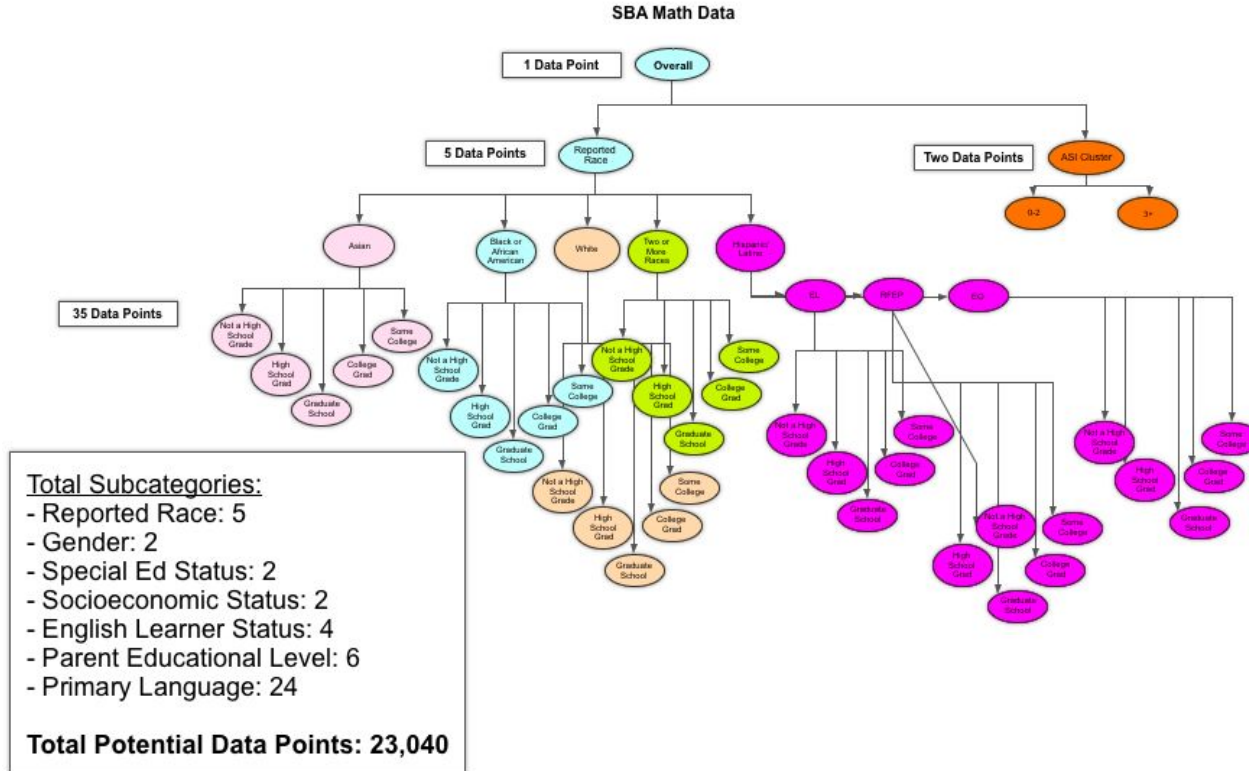


Transparency

Clarity

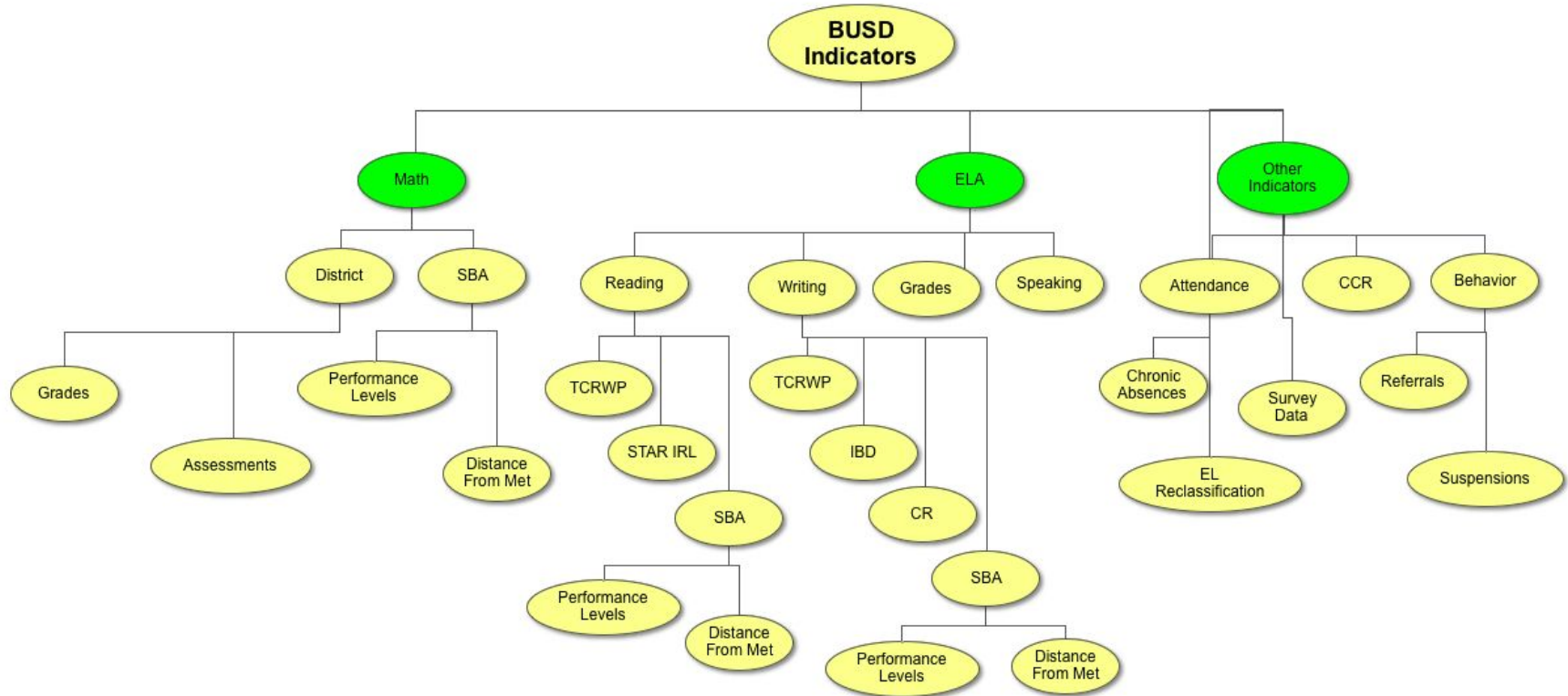
Focus

Disaggregation Has Its Challenges

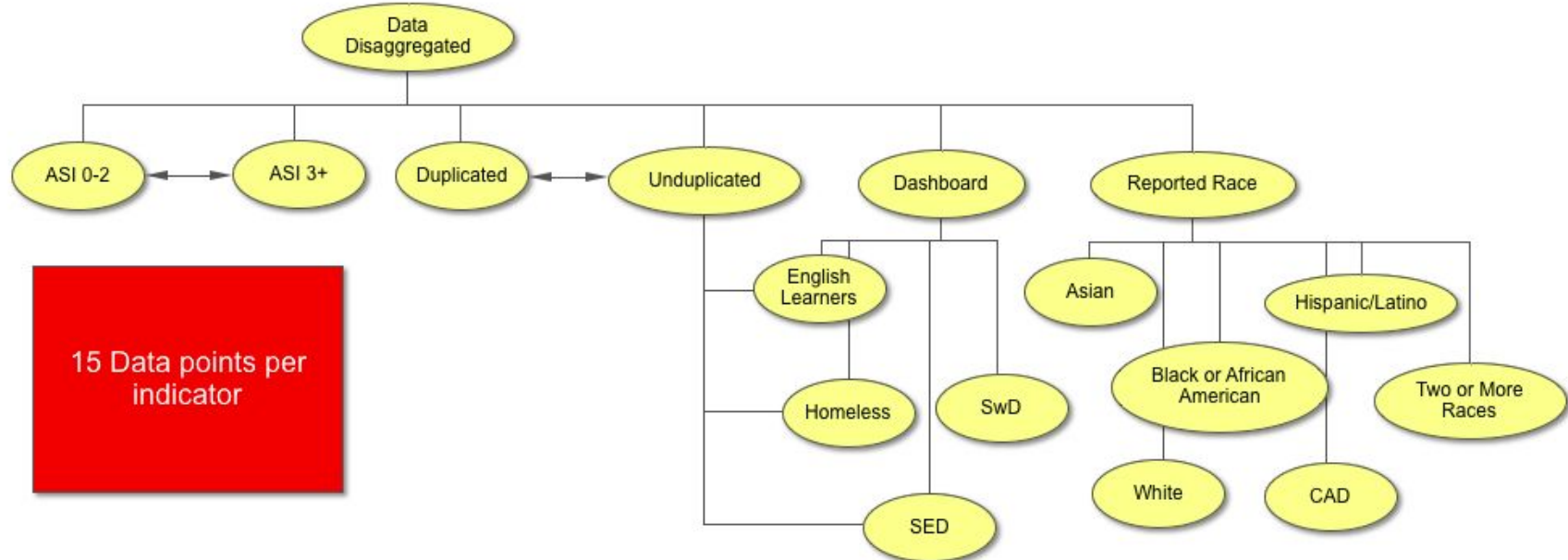




Proposed Benchmark Indicators

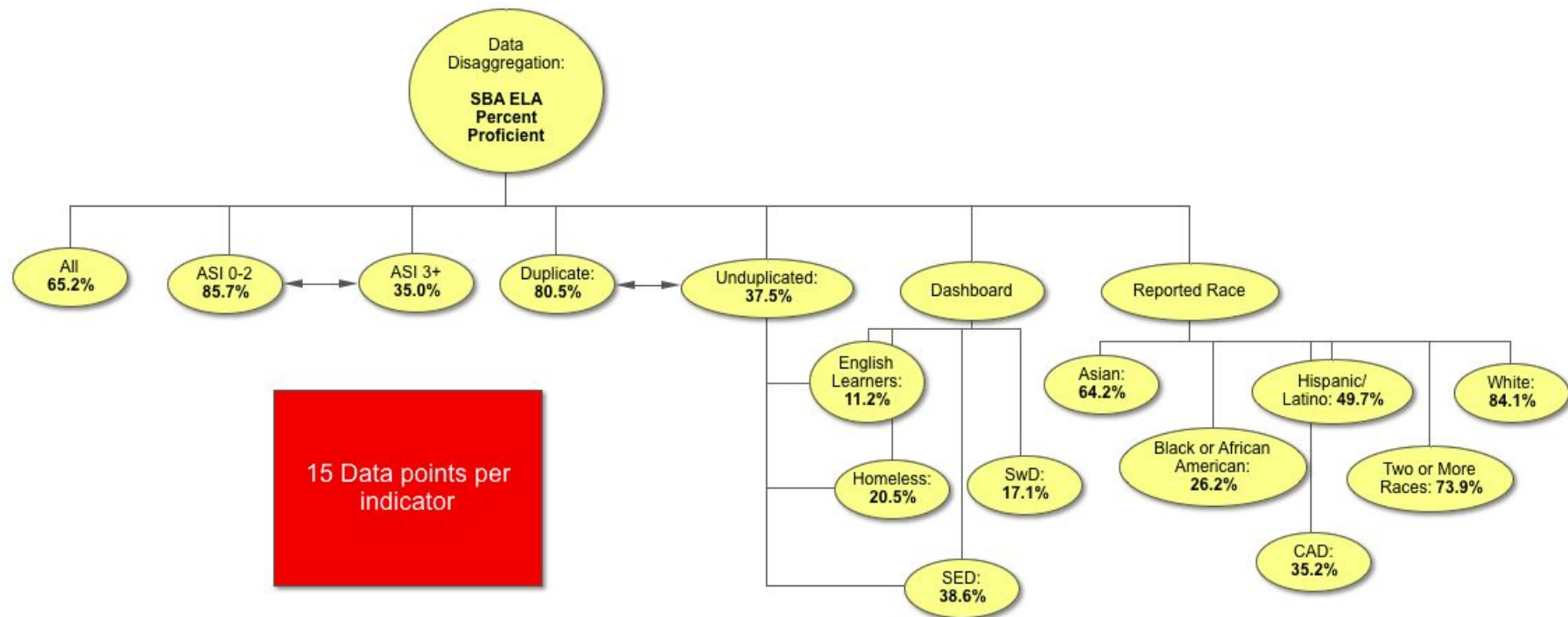


Suggested Focused Disaggregation

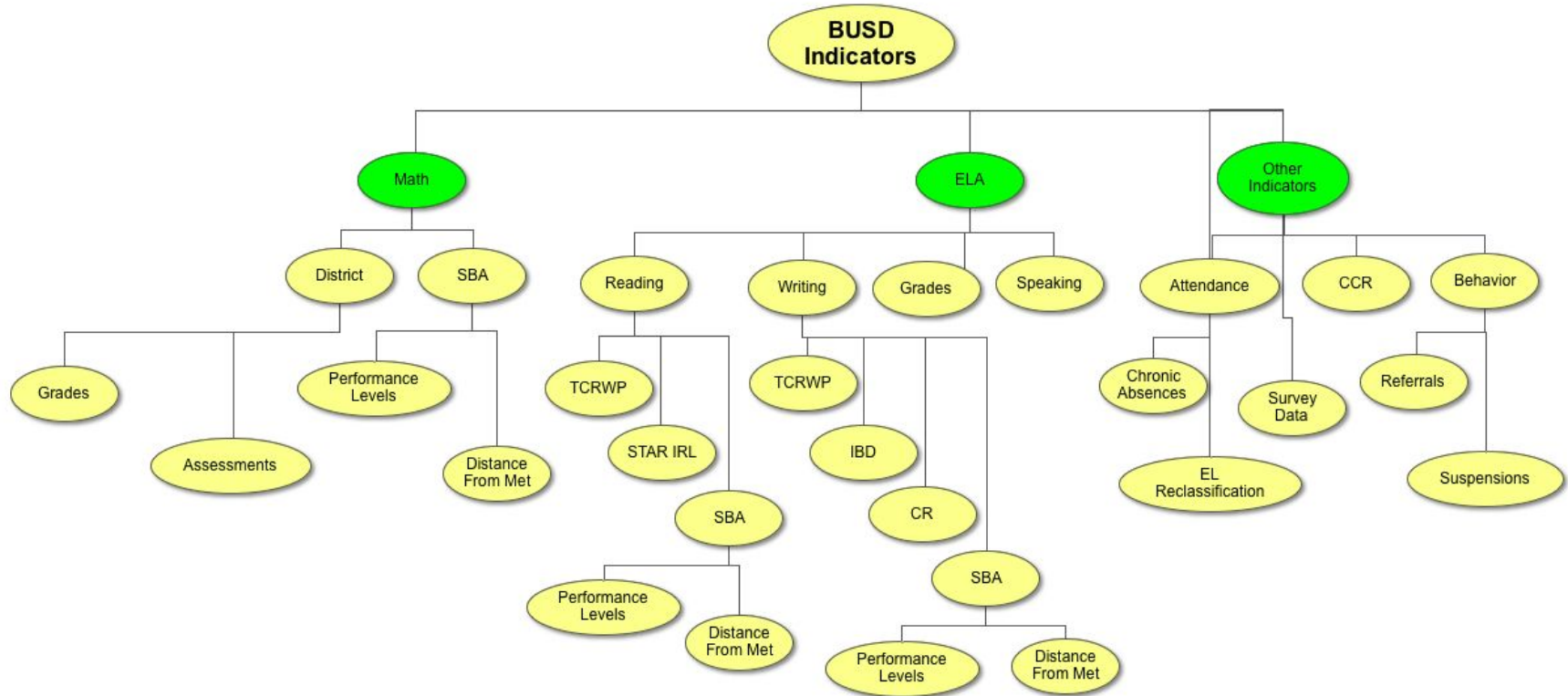


- Results for every one of these groups can be easily accessed within Illuminate.
- This does not prevent internal analysis requiring further disaggregation.

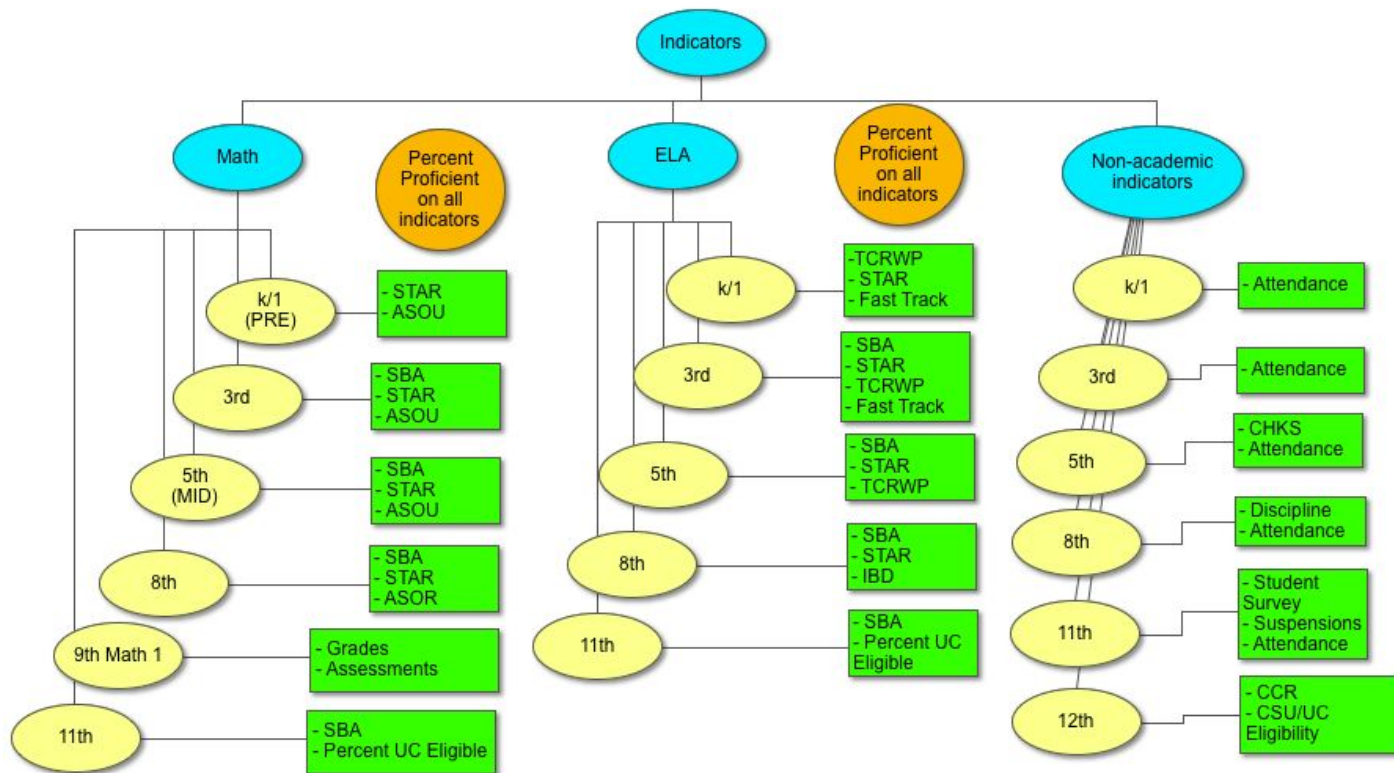
Example of Focused Disaggregation: SBA ELA



Proposed Benchmark Indicators

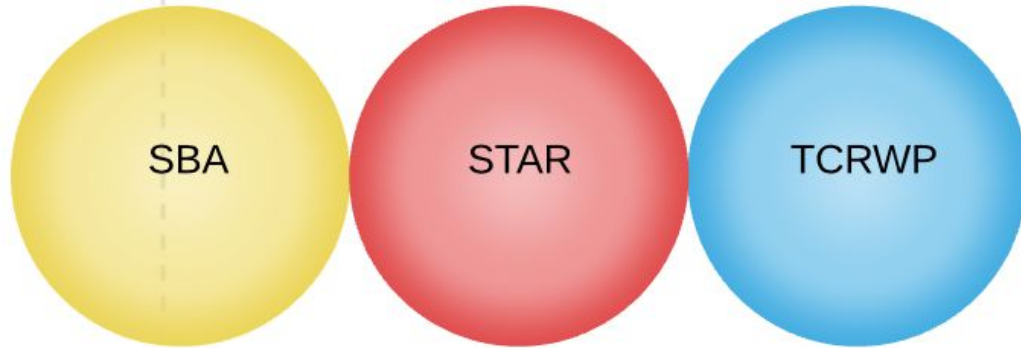


Proposed Progress Indicators

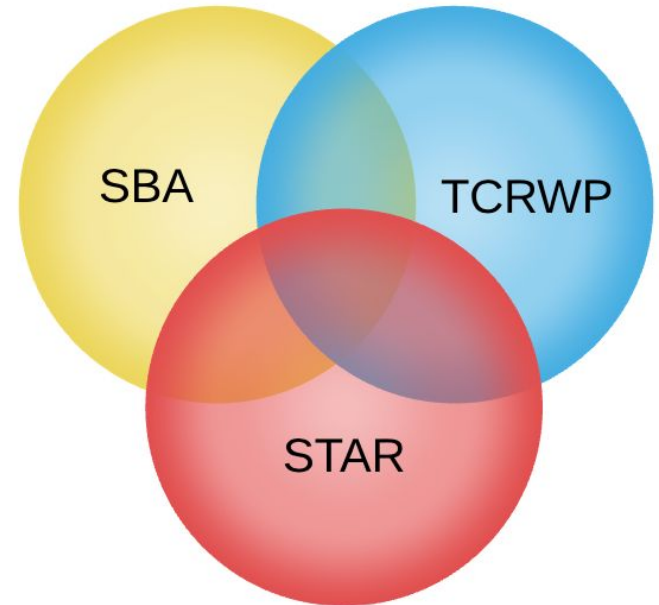


Two ways we could monitor proficiency:

Percent of students who are
proficient on at least one measure:
(All measures weighted equally)

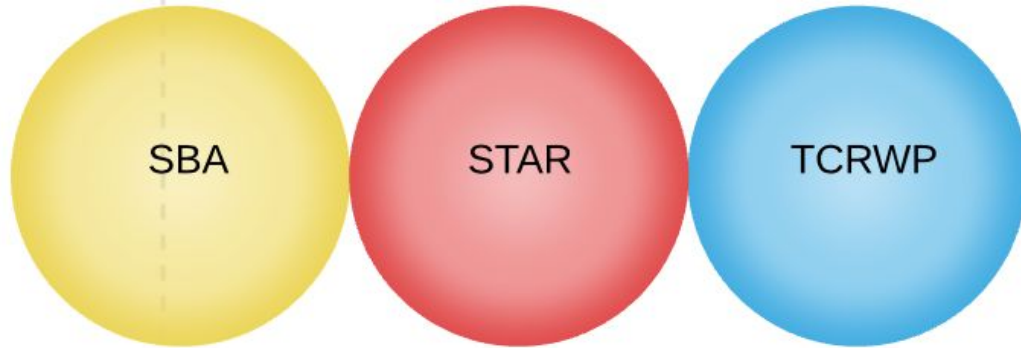


Percent of students who are
proficient on at least two
available measures:

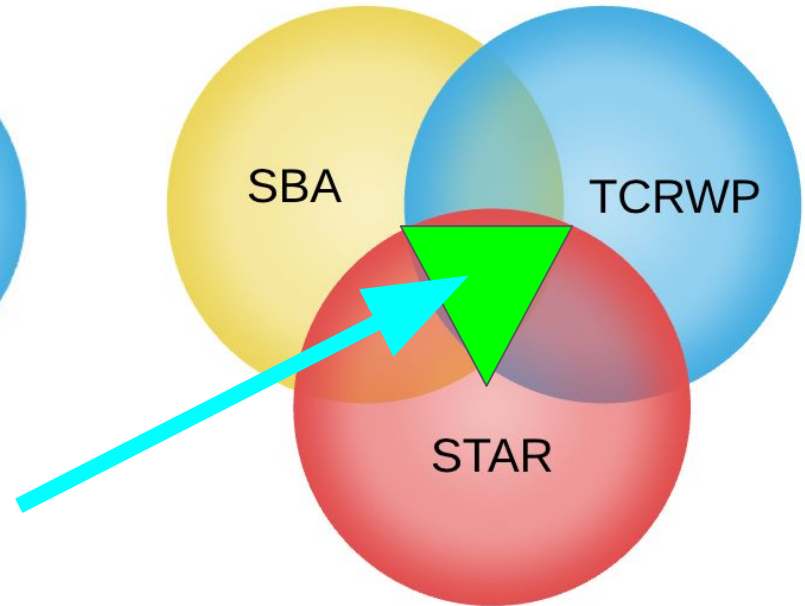


Two ways we could monitor proficiency:


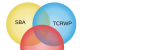
Percent of students who are
proficient on at least one measure:
(All measures weighted equally)



Percent of students who are
proficient on at least two
available measures:



Sample BUSD Math Benchmark Indicators: End of 2018

		% Proficient on 1 or more measures 		% Proficient on 2 or more measures 	
	Measures	Not SED	SED	Not SED	SED
K	STAR (Spr), All 3 ASOU	94%	82%	90%	78%
3	STAR (Spr), ASOU (3), SBA Math	92%	80%	89%	60%
5	STAR (Spr), ASOU, SBA Math	94%	70%	89%	55%
8	STAR (Sp), ASOR (3), SBA Math	94%	77%	92%	63%
9	Math 1 Sem 2 Grade (C, B, A) Math 1 Sem 2 Final (proficient)	77%	45%	80%	56%
11	Math 3 Sem 2 Grades (C, B, A) Math 3 Sem 2 Final (proficient) SBA Math	79%	57%	76%	46%
12	TES UC Eligible			76%	49%

Progress Indicator Data Checkpoints

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
K				x				x				x
3rd*		x*		x				x				x
5th*		x*		x				x				x
8th*		x*					x					x
9th							x					x
11th*		x*					x					x
12th**				x								

*SBA is preliminary (internal use only) until Spring of the following school year

**TES data is one year behind

“Every innovation somehow recombines or reimagines things that already exist.”

Teodoridis, Bikard, and Vakili (2018)

Additional Reading

[Practices That Support Data Use in Urban High Schools](#), M. Lachet, S. Smith, 2012

[FOCUS: Elevating the Essentials to Radically Improve Student Learning](#), M. Schmoker

[Visible Learning: A Synthesis of over 800 Meta-Analysis Relating to Achievement](#), J. Hattie