2020 Vision Indicators:
Tools for Guiding Our Work and Measuring Our Progress

On September 8, 2010, within the context of the 2020 Vision pipeline of services, the Design Team formally selected eight (8) indicators to measure progress toward closing the achievement gap, to quantify results, and to guide the construction of priority program areas.

Criteria for Indicators

2020 Initiative indicators were selected only if they met the following criteria:

1. **Improve Achievement.** The indicator must be based on existing and/or promising research and have the potential to move the needle of *achievement* for African American and Latino children in Berkeley (positive impact).

2. **Improve Health**. The indicator must be based on existing and/or promising research and have the potential to move the needle of good *health* outcomes for African American and Latino children in Berkeley, with priority on *health outcomes that are barriers to achievement* (positive impact).

3. **Be Achievable.** There must be the *capacity* within the institutions to work on this indicator.

4. **Align with a Demonstrated Need.** The indicator must represent a demonstrated *need* for support in this area among African American and Latino children in Berkeley.

5. **Data Based**. There must be *data* available for evaluation (baseline and ongoing) as well as the ability to monitor progress through data

6. **Short-Term impact.** There must be potential for *short-term* positive impact (1 - 5-years).

Four indicators chosen by the Design Team focus on Academic Achievement and four indicators focus on Student Engagement. Data will be measured by the Berkeley Unified School District (BUSD) and the City of Berkeley (CoB) as appropriate.

Academic Achievement Indicators

1. Number/Percent of entering kindergarteners identified as 'ready to learn', as measured by BUSD Kindergarten Readiness Assessments
2. Number/Percent of 3rd graders identified as 'reading at or above grade level' as measured by BUSD Reading Assessments.
3. Number/Percent of students who have successfully completed Algebra by the end of 9th grade as measured by grades and standardized tests.
4. Number/Percent of students who have successfully completed by 12th grade coursework ("A-G" requirements) that make them eligible for California State University/University of California admissions.

Student Engagement Indicators

5. Number/Percent of K-12th grade students who are chronically absent. Chronic absenteeism is when the number of absences is 10% or more of the number of school days. Number/Percent of 9-12th grade students who are truant.
6. Disproportionality in disciplinary action: Number/Percent of K-12 students involved in repeat school suspensions and/or expulsions.
7. Disproportionality in disciplinary action: Number/Percent of youth involved in multiple police contacts.
8. Number/Percent of students in grades 6-12 (age 12-18) who report high levels of environmental supports and opportunities ("external assets"), which includes caring relationships, high expectations, and opportunities for meaningful participation as measured by student survey.

Indicators of focus for 2011-2013

Given the realities of the economy and the subsequent reduction in capacity among the stakeholders, as well as the importance of starting smaller and building upon successes, the Design Team decided to focus on three (3) of the eight (8) chosen indicators for the Phase II work plan. They include: Kindergarten Readiness (Indicator 1), 3rd Grade Reading (Indicator 2) and Attendance (Indicator 5). These three indicators were chosen first because developing strategies along the early stages of the pipeline would be the most effective long term approach.