

ENHANCING OPPORTUNITIES AND SUPPORTS FOR MIDDLE AND HIGH SCHOOL STUDENTS

Pathways to Adult Success Solutions Forum

Everyone Graduates Center, Johns Hopkins University School of Education

February 15, 2023

Welcome and Agenda

- Exposure and Opportunity for Advanced Coursework
 - Frances Dumas-Hines, Evansville-Vanderburgh School Corporation
- A Comprehensive, Integrated Early Warning Indicator Tracking System
 - Abby Kaiser and Daniel Gray, Uplift Education
- Open Discussion and Resource Sharing
- Upcoming Events

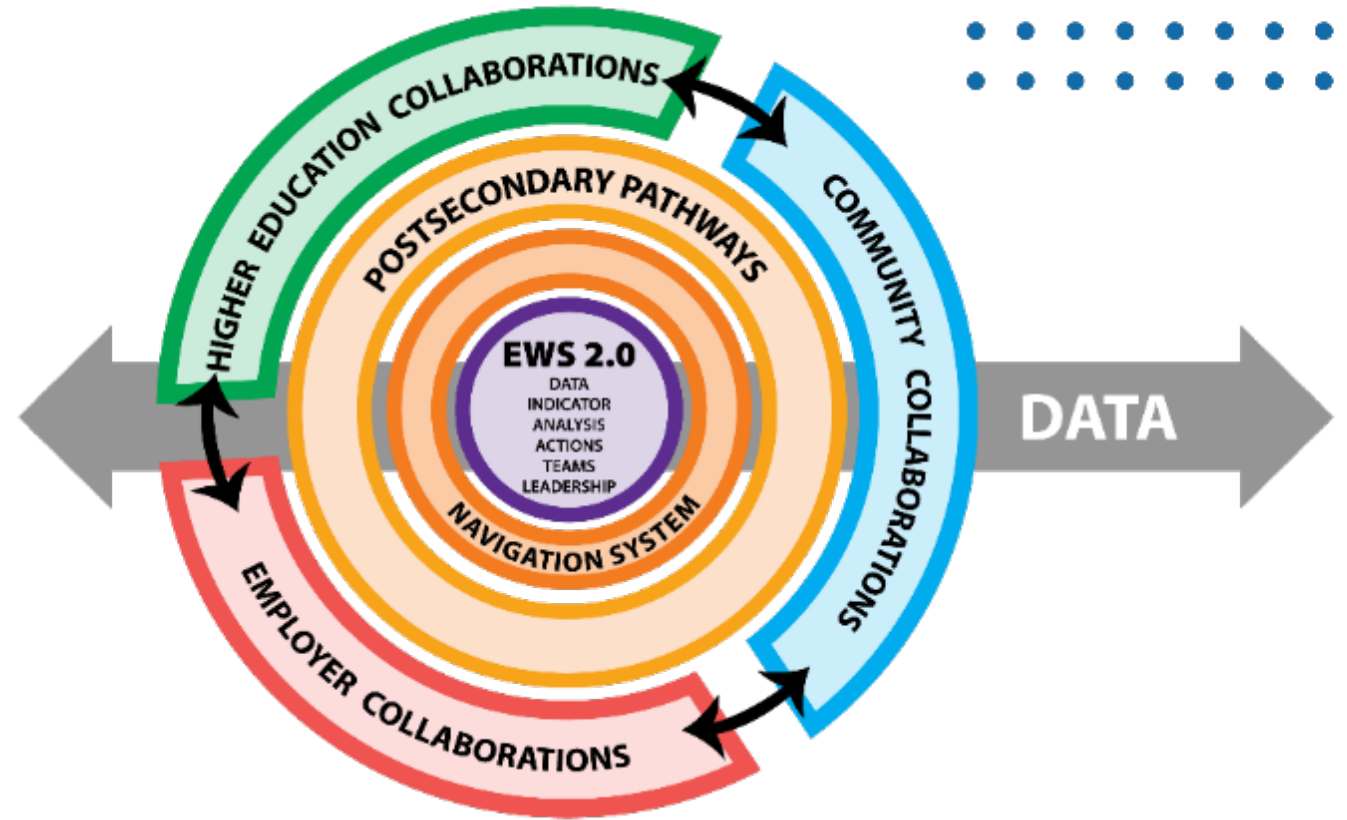
Organizing Our Discussion

- We have a large and diverse group of people and organizations participating in today's session (K-12, Higher Ed, Non-Profits, State Depts. of Ed.).
- Please share ideas, resources, and ask questions via the chat function.
- One of the moderators will read each question or comment out loud, and then ask for responses via the chat function.
- The moderator may ask the participant to respond verbally for elaboration or clarification.
- After the session, we will send out all resources shared and add to the Solutions Forum webpage on the PAS website.



Building Pathways to Adult Success for and with all students has never been so crucial

- The pandemic has disrupted existing student support and guidance systems.
- Uncertainty is the norm.
- Momentum to and through postsecondary is being impacted.





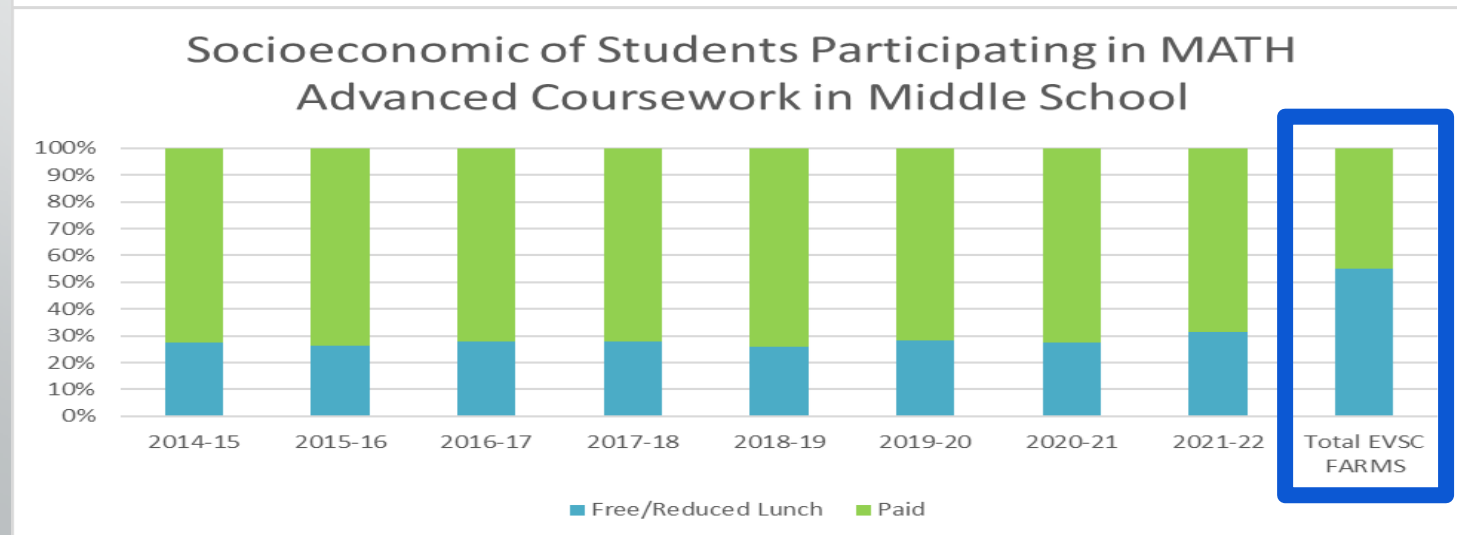
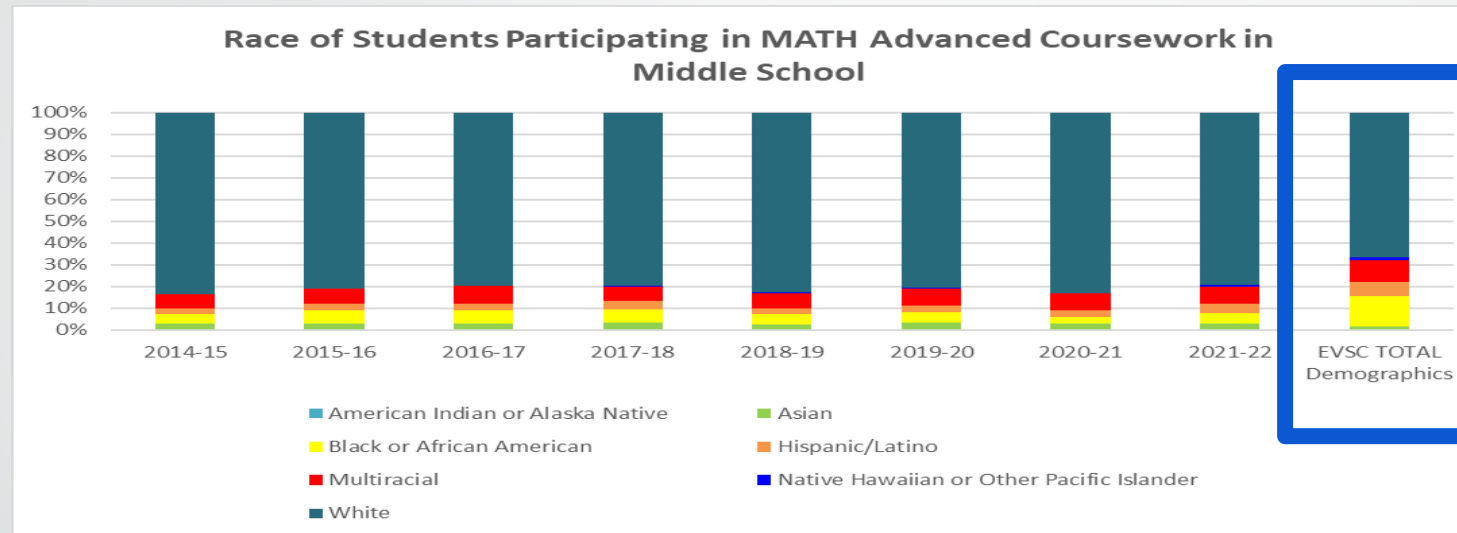
Exposure and Opportunity for Advanced Coursework

An approach to diversifying student
populations in advanced-level courses

**Evansville Vanderburgh
School Corporation**

Problem Statement

EVSC does not have enough students from underrepresented groups who are ready to take advanced coursework in high school.



The demographics of our students enrolled in advanced coursework for mathematics is not comparable with where we are as a district when looking at overall demographics.

Student Selection Tool

Demographic Performance

- High Ability Status
 - Free/Reduced Lunch Status
 - Ethnic Status
- Range 0 - 3

Math Assessment Performance

- NWEA Fall or Winter Math Above Standard
 - State Assessment Math Above Proficiency
- Range 0 - 1

Math Grade Performance

- A or B in Math Class
- Range 0 - 2

ELA Grade Performance

- A or B in ELA Class
- Range 0 - 2

Survey Performance

- Extracurricular Activities
 - Course Performance
 - Honors Course Interests
 - Fixed vs Growth Intelligence
 - Focus/Self Control
- Range 0 - 5

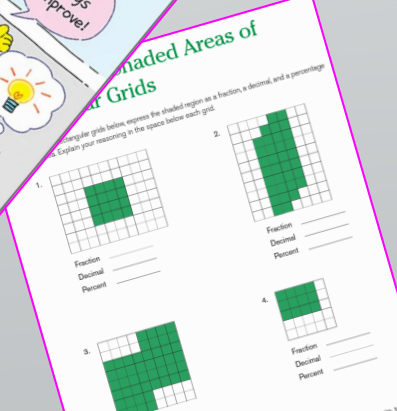
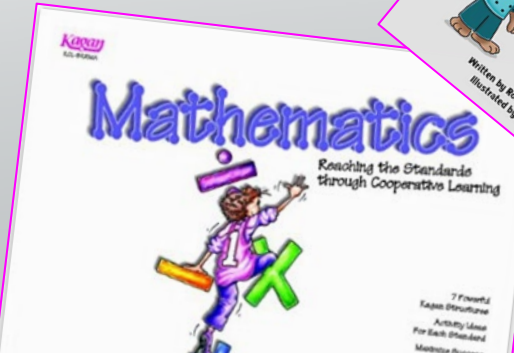
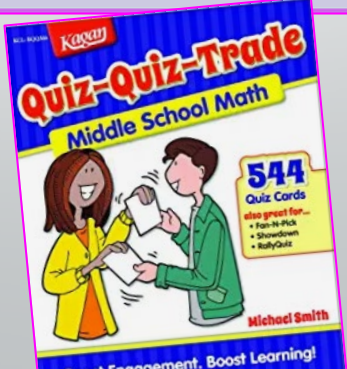
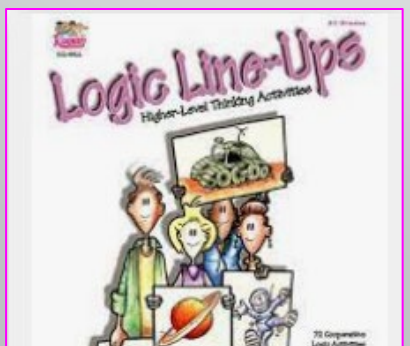
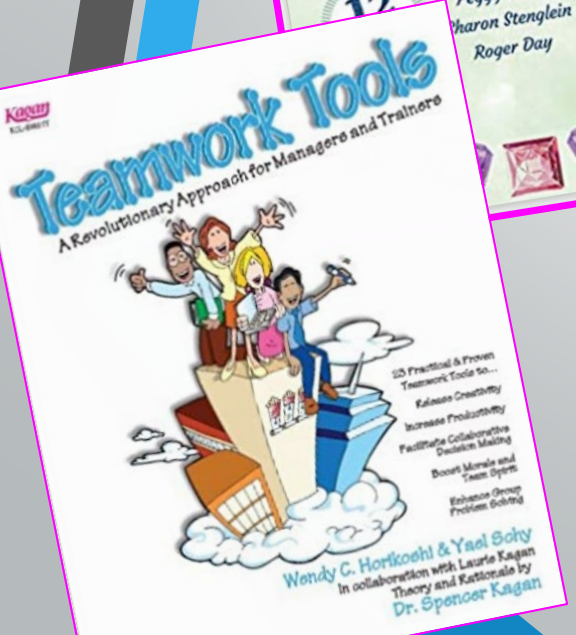
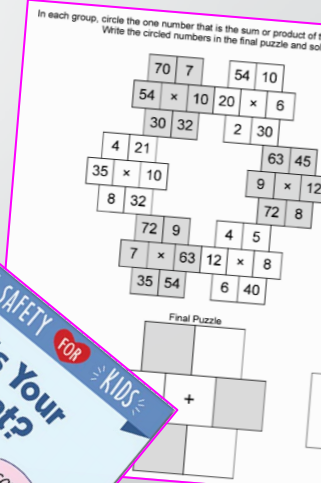
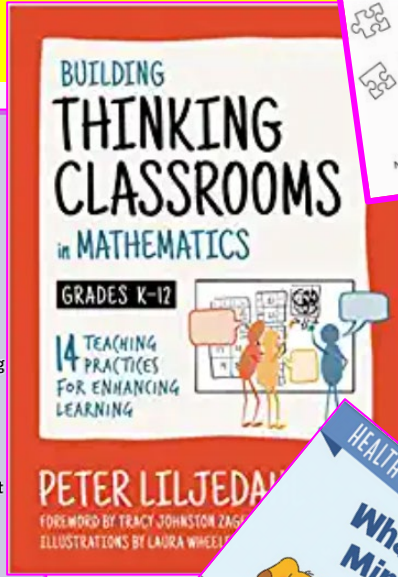
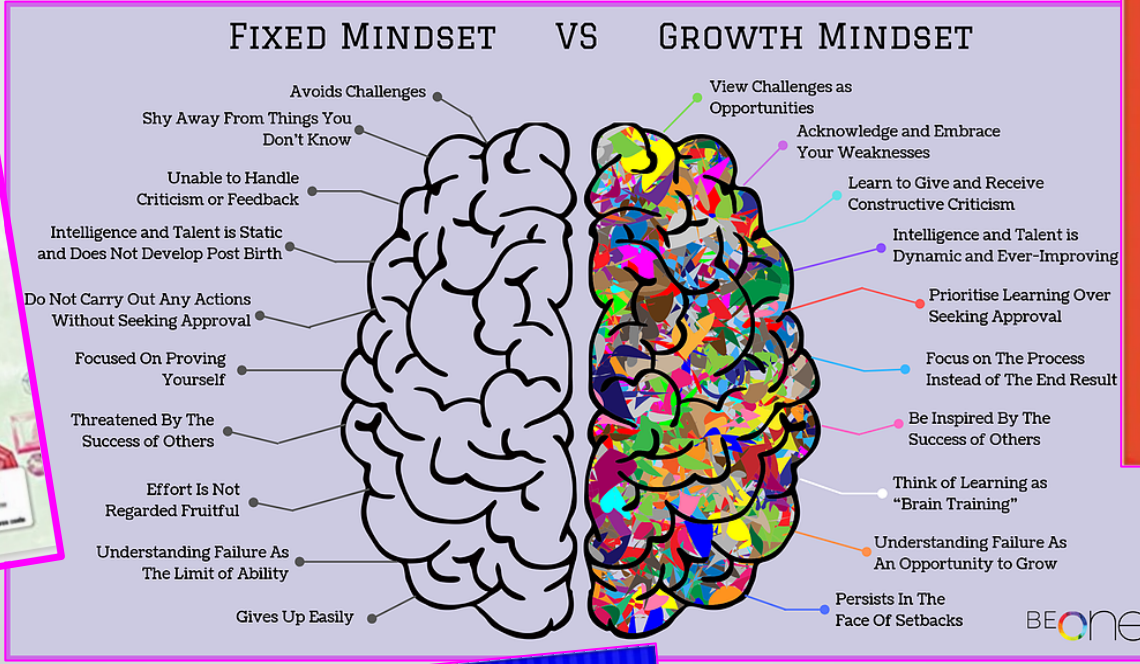
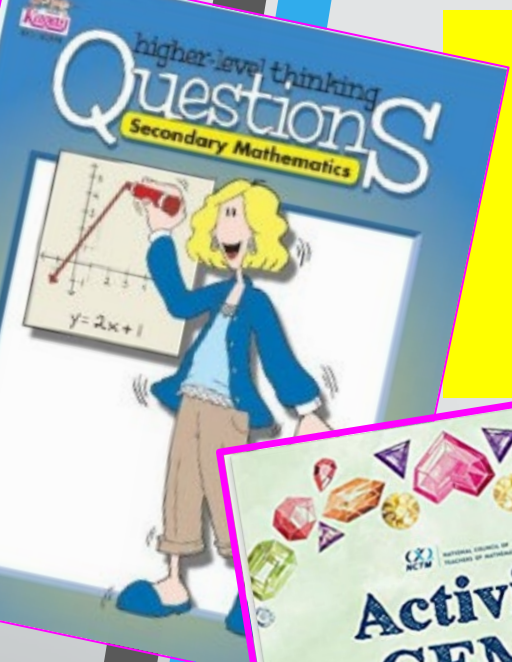
ELA/Reading Assessment Performance

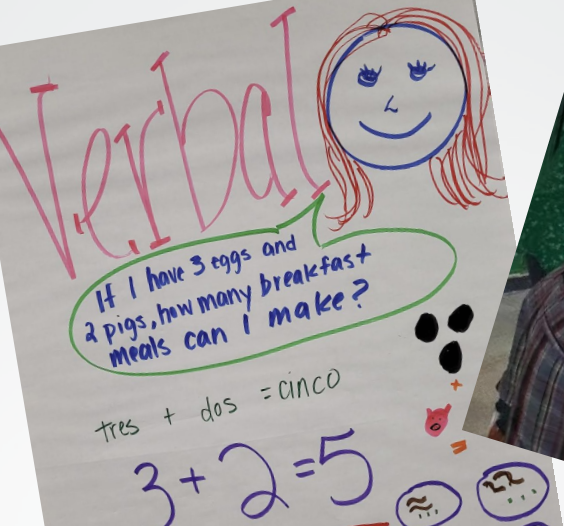
- NWEA Fall or Winter Reading Above Standard
 - State Assessment ELA Above Proficiency
- Range 0 - 1

Reading Grade Performance

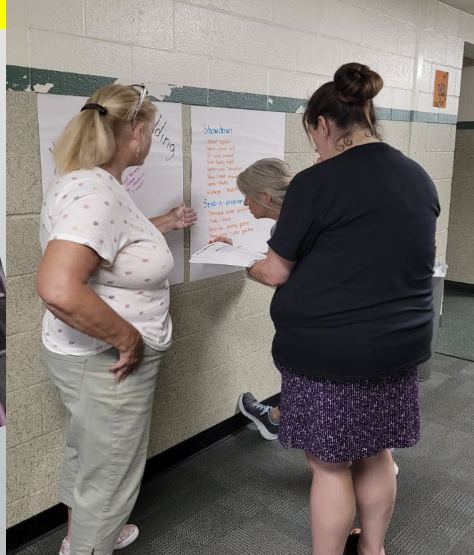
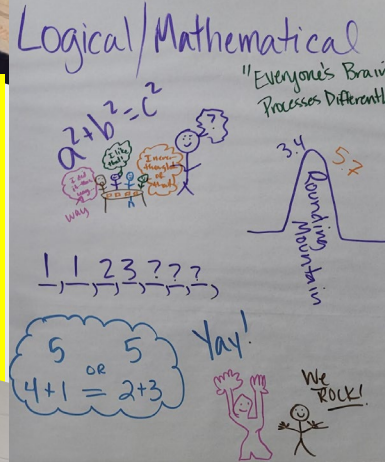
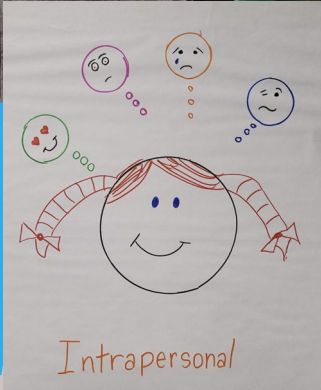
- A or B in Reading Class
- Range 0 - 2

Summer PD: Kagan Growth Mindset/Math Growth Mindset Follow Up





Summer PD: Kagan Growth Mindset/Math Growth Mindset Follow Up



Enrollment in Math Honors Class

Again, School E had the most favorable change in distribution of students from ethnically diverse backgrounds. From school year 2021-22 to 2022-23 the percentage of student rose from 27% to 44%.

E	
1	1%
3	4%
13	17%
6	8%
11	14%
44	56%
78	100%

E	
3	5%
1	2%
4	7%
7	13%
40	73%
55	100%

Fall 2022-23	All Schools	A	B	C	D	E	F	G	H									
American Indian or Alaska Native	2	1%				1	1%	1	4%									
Asian	7	2%				3	4%	1	4%	1	2%	1	4%					
Black or African American	25	7%		4	25%	13	17%			1	2%	6	24%					
Hispanic/Latino	15	4%	1	2%	2	13%	6	8%			3	5%	2	8%				
Multiracial	26	7%	6	13%		11	14%				3	5%	3	12%				
Native Hawaiian or Other Pacific Islander	1	0.3%			1	6%												
White	294	79%	41	85%	9	56%	40	95%	75	95%	44	56%	24	92%	48	86%	13	52%
	370	100%	48	100%	16	100%	42	100%	79	100%	78	100%	26	100%	56	100%	25	100%

Fall 2021-22	All Schools	A	B	C	D	E	F	G	H									
American Indian or Alaska Native	1	0.3%					1	2%										
Asian	8	2%	1	2%	1	6%	3	5%	2	4%		1	5%					
Black or African American	9	3%	1	2%	1	6%	1	2%	2	4%		1	2%	2	9%			
Hispanic/Latino	12	3%	1	2%	2	11%	2	5%			4	7%	1	2%	2	9%		
Multiracial	29	8%	4	7%	2	11%	3	7%	5	9%	7	13%	2	4%	3	6%	3	14%
Native Hawaiian or Other Pacific Islander	1	0.3%			1	6%												
White	292	83%	49	88%	11	61%	35	85%	50	88%	40	73%	44	90%	49	91%	14	64%
	352	100%	56	100%	18	100%	41	100%	57	100%	55	100%	49	100%	54	100%	22	100%

Enrollment in Language Arts Honors Class

The school that had the most favorable change in distribution of students from ethnically diverse backgrounds was School E. From school year 2021-22 to 2022-23 the percentage of student rose from 28% to 42%.

Fall 2022-23	All Schools		A		B		C		D		E		G		H	
American Indian or Alaska Native	1	0.3%									1	1%				
Asian	7	2%			1	8%			1	2%	3	4%	1	1%	1	4%
Black or African American	19	6%			1	8%	1	2%			13	16%	1	1%	3	12%
Hispanic/Latino	15	5%	1	4%	2	17%					6	7%	4	5%	2	8%
Multiracial	26	8%	2	7%	1	8%	2	5%	3	5%	11	14%	5	6%	2	8%
Native Hawaiian or Other Pacific Islander	1	0.3%											1	1%		
White	261	79%	24	89%	7	58%	41	93%	58	94%	47	58%	67	85%	17	68%
	330	100%	27	100%	12	100%	44	100%	62	100%	81	100%	79	100%	25	100%

Fall 2021-22	All Schools		A		B		C		D		E		G		H	
American Indian or Alaska Native																
Asian	8	3%	1	3%							3	6%			1	4%
Black or African American	9	3%			2	11%	1	2%	2	4%	1	2%	1	2%	2	9%
Hispanic/Latino	10	3%			2	11%	1	2%			5	9%	1	2%	1	4%
Multiracial	28	9%	2	6%	5	28%	3	7%	3	5%	6	11%	3	6%	5	22%
Native Hawaiian or Other Pacific Islander																
White	265	83%	28	90%	9	50%	36	88%	52	91%	39	72%	48	91%	14	61%
	320	100%	31	100%	18	100%	41	100%	57	100%	54	100%	53	100%	23	100%

E	
1	1%
3	4%
13	16%
6	7%
11	14%
47	58%
81	100%

E	
3	6%
1	2%
5	9%
6	11%
39	72%
54	100%

Enrollment Based on Socioeconomic Indicators

Enrollment in Language Arts Honors Class

Fall 2022-23	All Schools		A		B		C		D		E		F		G		H	
Free/Reduced	125	37%	2	7%	9	75%	7	16%	13	21%	40	49%			32	41%	14	56%
Paid	216	63%	25	93%	3	25%	37	84%	49	79%	41	51%			47	59%	11	44%
	341	100%	27	100%	12	100%	44	100%	62	100%	81	100%			79	100%	25	100%

Fall 2021-22	All Schools		A		B		C		D		E		F		G		H	
Free/Reduced	97	30%	7	23%	17	94%	10	24%	16	28%	19	35%	4	9%	14	26%	10	43%
Paid	223	70%	24	77%	1	6%	31	76%	41	72%	35	65%	39	91%	39	74%	13	57%
	320	100%	31	100%	18	100%	41	100%	57	100%	54	100%	43	100%	53	100%	23	100%

Enrollment in Math Honors Class

Fall 2022-23	All Schools		A		B		C		D		E		F		G		H	
Free/Reduced	113	31%	10	21%	10	63%	6	14%	17	22%	39	50%			16	29%	15	60%
Paid	257	69%	38	79%	6	38%	36	86%	62	78%	39	50%	26	100%	40	71%	10	40%
	370	100%	48	100%	16	100%	42	100%	79	100%	78	100%	26	100%	56	100%	25	100%

Fall 2021-22	All Schools		A		B		C		D		E		F		G		H	
Free/Reduced	103	29%	16	29%	17	94%	8	20%	17	30%	19	35%	3	6%	15	28%	8	36%
Paid	249	71%	40	71%	1	6%	33	80%	40	70%	36	65%	46	94%	39	72%	14	64%
	352	100%	56	100%	18	100%	41	100%	57	100%	55	100%	49	100%	54	100%	22	100%

E	
40	49%
41	51%
81	100%

E	
19	35%
35	65%
54	100%

G	
32	41%
47	59%
79	100%

G	
14	26%
39	74%
53	100%

E	
39	50%
39	50%
78	100%

E	
19	35%
36	65%
55	100%

H	
15	60%
10	40%
25	100%

H	
8	36%
14	64%
22	100%

Grades in Honors Class

In taking a closer look at School E, students tended to receive grades of A or B regardless of ethnic background in both Language Arts and Math. Similarly, regardless of socioeconomic background, students tended to receive grades of A or B in Schools E and G.

School E

LANGUAGE ARTS 6H			
	Grade of A or B	Total Students	Percent Grade of A or B
Asian	1	1	100%
Black or African American	10	10	100%
Hispanic/Latino	5	5	100%
Multiracial	12	12	100%
White	45	46	97.8%
Total	73	74	98.6%

School E

MATH 6H			
	Grade of A or B	Total Students	Percent Grade of A or B
Asian	1	1	100%
Black or African American	8	10	80%
Hispanic/Latino	5	6	83%
Multiracial	12	13	92%
White	36	43	83.7%
Total	62	73	84.9%

School E

LANGUAGE ARTS 6H			
	Grade of A or B	Total Students	Percent Grade of A or B
Free/Reduced	36	37	97%
Paid	36	36	100%
Total	72	73	98.6%

School E

MATH 6H			
	Grade of A or B	Total Students	Percent Grade of A or B
Free/Reduced	31	38	82%
Paid	30	34	88%
Total	61	72	84.7%

School G

LANGUAGE ARTS 6H			
	Grade of A or B	Total Students	Percent Grade of A or B
Free/Reduced	28	29	97%
Paid	46	46	100%
Total	74	75	98.7%

School H

MATH 6H			
	Grade of A or B	Total Students	Percent Grade of A or B
Free/Reduced	8	15	53%
Paid	8	10	80%
Total	16	25	64.0%

Follow Up from Summer Growth Mindset Professional Development

Thinking about the Kagan Growth Mindset workshop, do you feel like it has changed any of your approach to teaching this year? If so, what is different?

Yes, I liked the different "open ended" approach to problem solving.

Yes, it has made me think of ways to bring Kagan back into the classroom after a few years of not using it because of COVID.

Yes, the workshop gave me the confidence I needed to trust myself with Kagan.

Using the strategies to foster engagement and promote students working together. It also increases student communication to share thinking about strategies used in problem solving.

Have you used any of the problems with your classes that we did this summer in the math PD? If so, how did it go?

The students loved the engagement and motivated to discuss and problem solve together.

One of the problems went well with all classes. Two of the problems went well only for the honors class.

It was good. Productive struggle is always a challenge at first until they realize that this is ok.

I gave my students the Penny Collection problem today. They did not have as much time as I would have liked to work on it in class, but I figured it was now or never for me to start integrating the problem solving! I wanted to share with you that I had a couple of students stop me at lunch or between classes to show me what they came up with, one being a student that often does not have her homework done. That was pretty exciting!

A Look at Results for the Summer PD: Kagan/Math Bootcamp

Students of teachers who attend the summer PD were compared to those who did not. Results were mixed.

MATH 6H					
Course Grade	Teachers Receiving Summer PD				Total
	No		Yes		
A	151	61.4%	84	73.0%	235
B	67	27.2%	26	22.6%	93
C	19	7.7%	5	4.3%	24
D	6	2.4%		0.0%	6
F	3	1.2%		0.0%	3
Total	246	100.0%	115	100.0%	361
% Grade of A or B		88.6%		95.7%	

MATH 7H					
Course Grade	Teachers Receiving Summer PD				Total
	No		Yes		
A	92	35.5%	51	32.9%	143
B	86	33.2%	47	30.3%	133
C	51	19.7%	31	20.0%	82
D	17	6.6%	14	9.0%	31
F	13	5.0%	12	7.7%	25
Total	259	100.0%	155	100.0%	414
% Grade of A or B		68.7%		63.2%	

Met Growth in NWEA Math

Math 6H					
	Teachers Receiving Summer PD				Total
	No		Yes		
No	53		28		81
Yes	191	78.3%	83	74.8%	274
Total	244		111		361

Math 7H					
	Teachers Receiving Summer PD				Total
	No		Yes		
No	49		34		83
Yes	205	80.7%	117	77.5%	322
Total	254		151		361

Moving Ahead for the Next School Year

Participating schools have asked about the survey for scheduling purposes this year

Non-participating schools are wanting to learn more about the tool and what other schools are doing

Teachers are inquiring about additional PD this summer

Expand on the problem solving opportunities with all students

ALL IN ONE: BUILDING A COMPREHENSIVE EARLY WARNING INDICATOR TRACKING SYSTEM

Daniel Gray & Abby Kaiser



uplifteducation

PROJECT GOALS



- Identify the combination of **early warning indicators** that predict scholar academic success, social emotional wellbeing, school attendance and persistence, and college readiness
- Work in partnership with our Data Analytics Team to build a comprehensive tracking tool that uses multiple data sources to tell a scholar's "full story" & ultimately helps us **intervene to improve scholar outcomes**

BACKGROUND



Inspiration

- PAS
- Uplift Academic Counselor

The Need

Understand scholars' trends in real time

A LONG-TERM PROJECT



- Initially saw versions of EWS at previous PAS conference that we thought could be an effective support for the work of our Academic Team
 - These tools aligned to our goals of understanding more about the scholar experience and being able to more quickly and effectively create interventions for our scholars
- However, process of building a new tool stalled out due to influence of COVID pandemic
 - Development of dashboard kicked off right before schools shut down for COVID more than 2 years ago
 - Although having an EWS was a priority, the goals of what needed to be accomplished shifted based on need
 - Additionally, the effect of having inaccurate attendance, SEL, and grade data for parts of the pandemic led to an inability to truly understand scholars current status

PROJECT STATUS

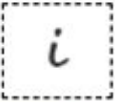


Scholar Profile

[Redacted Name]

Show Info

Hide Info



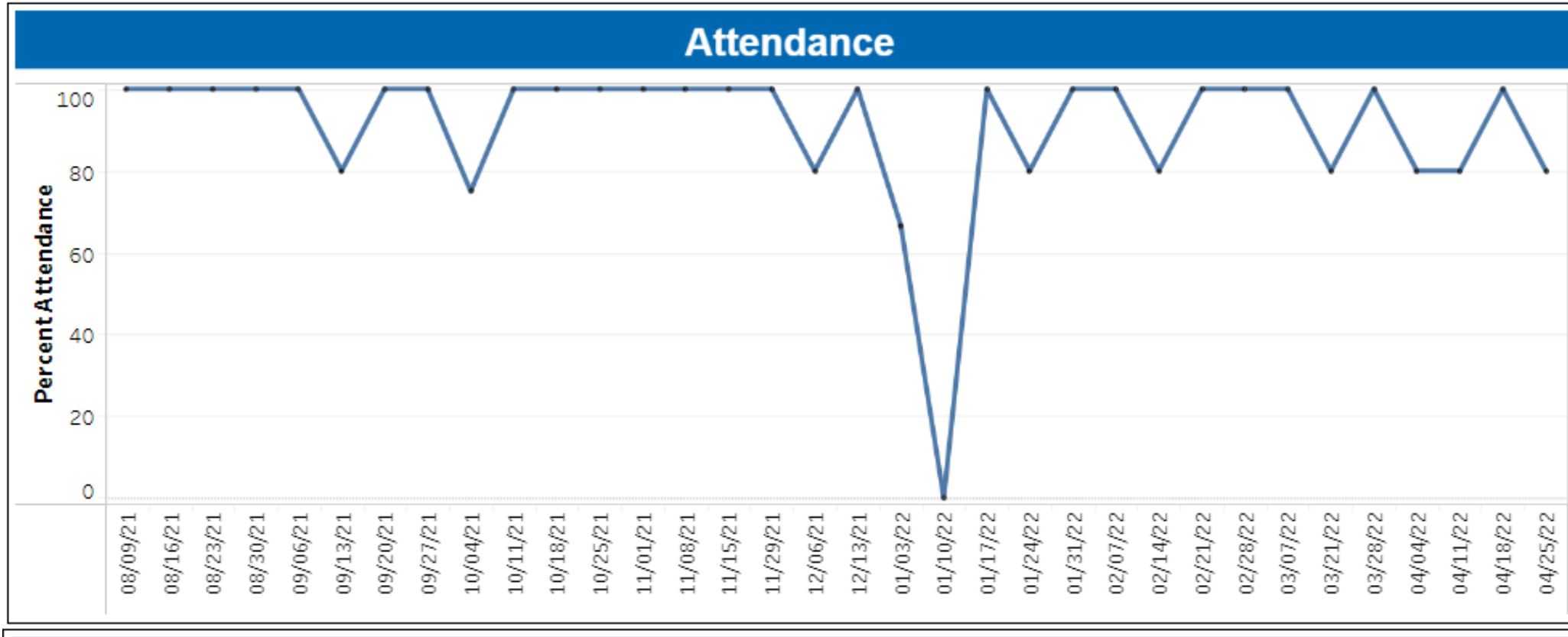
Scholar Snapshot: [Redacted Name]

Attendance	EOC Completion	Unofficial ACT	ACT
100%	4 of 5	Below College Ready	College Ready
Well-Being	Math MAP	Reading MAP	Grade
Coming Soon	Quintile 4	Quintile 4	95

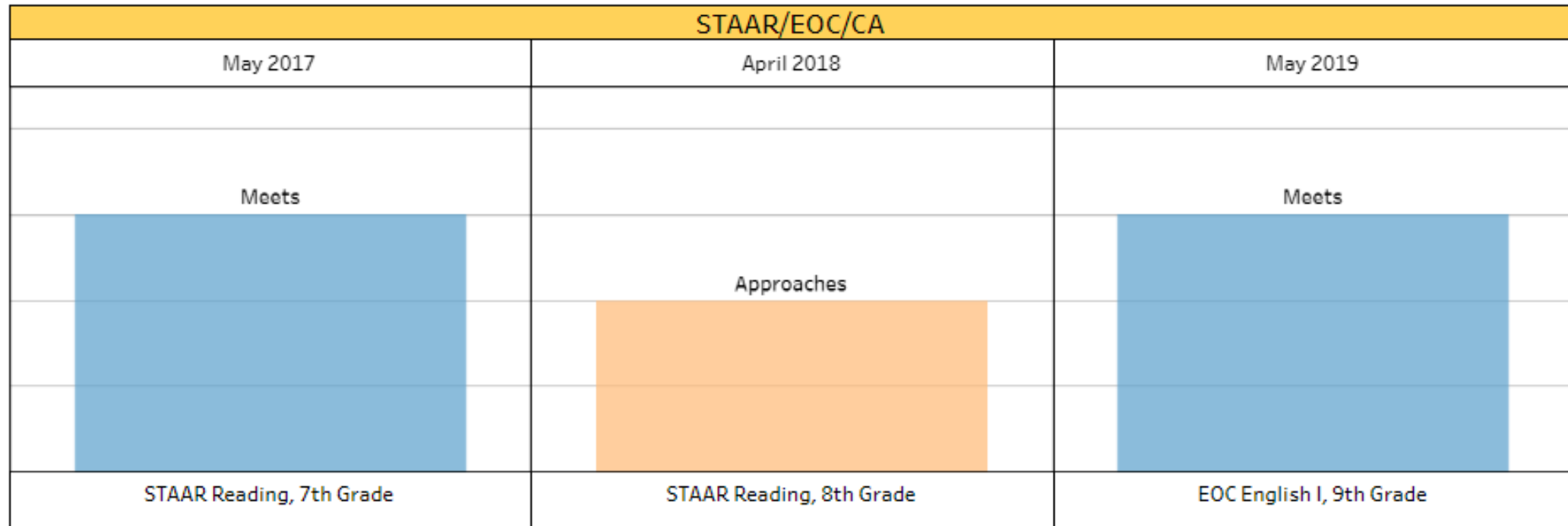


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ATTENDANCE TRENDS



ASSESSMENT TRENDS



COLLEGE READINESS TRENDS



ACT						ACT Superscore							
		Composite	English	Math	Reading	Science			Composite	English	Math	Reading	Science
Official ACT	03-2021	23	19	24	29	21	Official ACT	24	27	24	29	25	
	07-2021	23	23	20	23	24		21	25	23	20	23	24
	10-2021	24	27	20	23	25		21	25	23	20	23	25
Unofficial ACT	09-2020	21	24	23	15	21	Unofficial ACT	21	25	23	18	21	
	01-2021	20	25	21	18	17		21	25	23	18	21	

CURRENT SNAPSHOTS IN REAL-TIME



Course Grades- Q3			Failing Grades- Q3
A/V Production II	Non-Core Subject	81	Count of Failing Grades: 1 List of Failing Grades: Film Portfolio Analysis Pages
IB History of Americas HL2	Core Subject	72	Count of Failing Grades: 11 List of Failing Grades: Cesar Chavez Poster; CFU: THE USE OF ATOMIC WEAPONS AGAINST JAPAN; Cold War and Beyond Annotation; ...
IB Lang A: Lang & Lit HL2	Core Subject	73	Count of Failing Grades: 4 List of Failing Grades: De La Cruz v. Bradstreet; My Lady Sor Juana Poem Analysis; Peer Review Scoring Practice; You Men Sor...
IB Lang B: Spanish HL2	Non-Core Subject	75	Count of Failing Grades: 1 List of Failing Grades: feb. 17 . practica en grupos.
IB Math: AI SL2	Core Subject	71	Count of Failing Grades: 4 List of Failing Grades: IXL - Area of a Triangle (AR9) & (8T8); IXL - Law of Cosine (24X); IXL - Law of Sines and Cosines (6...
IB Theory of Knowledge 12	Core Subject	70	Count of Failing Grades: 3 List of Failing Grades: Claim 1-Copernicus; Claim 2; Model Creating & Evaluating Claims
Sci Research/Des Bio	Non-Core Subject	96	Count of Failing Grades: 0 List of Failing Grades: None

PARENT EXPLANATION GUIDE



11th



Understanding Your Scholar's All-In-One Profile

Your scholar's All-In-One profile provides a high-level snapshot of how your scholar is doing across multiple areas like Attendance, Grades, Well-Being, Behavior, and Assessments.

Scholar Snapshot: YOUR SCHOLAR			
Attendance 1	EOC Completion 2	Unofficial ACT 3	TELPAS 4
Well-Being 5	Math MAP 6	Reading MAP 7	TBD 8
Incidents 9	Science Test 10	Grade 11	

- Attendance** provides a scholar's average attendance percentage for the previous 2 weeks.
- EOC Completion** provides a scholar's number of EOC Assessments that have scores at *Approaches*, *Meets* or *Masters* that are contributing towards graduation requirements.
- Unofficial ACT** provides a scholar's college readiness level. Scholar's sit for this practice assessment in the fall of their junior (11th) year.
- TELPAS** is a state assessment only for English Language Learning scholars in grades K-12. Scholars are rated as *Beginning*, *Intermediate*, *Advanced*, and *High*.
- Well-Being** showcases, for grades 2-12, a scholar's Rhythm tempo score providing self-reported insight into how a scholar is doing socially and emotionally and their readiness to learn in that moment. Scores include a range from 0-100.
- Math MAP** provides a scholar's latest Math MAP performance. This assessment is administered for grades K-10. Scholars are rated from *Quintile 1-5*.
- Reading MAP** provides a scholar's latest Reading MAP performance. This assessment is administered for grades K-10. Scholars are rated from *Quintile 1-5*.
- Other Test Level** provides a scholar's latest performance in grade specific assessments. For scholars in grades K-5 you will see their mClass scores, an early literacy assessment.
- Incidents** showcases the number of In School Suspensions (ISS) and Out of School Suspensions (OSS) behavior incidents of the current quarter.
- Science Test** provides a scholar's latest Science MAP, Science STAAR, or Biology EOC performance. For MAP, scholars are rated from *Quintile 1-5*. For STAAR and EOC, scholars are rated as *Masters*, *Meets*, *Approaches*, and *Does Not Meet*.
- Grade** provides a scholar's average course grade for core subjects.

11th



In STAAR and EOC, scholars are rated as:

- **Does Not Meet:** Scholar did not pass assessment and needs significant, ongoing academic intervention.
- **Approaches:** Scholar passed assessment, but needs targeted academic intervention.
- **Meets:** Scholar is on grade level, but still needs short-term, targeted academic intervention.
- **Masters:** Scholar is on grade level and is ready for accelerated instruction.

Approaches, *Meets*, and *Masters* scores qualify for graduation requirements. Our goal is to help every scholar reach *Meets* or *Masters* scores in their STAAR or EOC assessments.

In MAP, scholars are rated by a RIT score - an estimation of a scholar's instructional level and their measure of progress or growth in school. RIT scores are reflected in five categories - Quintile 1-5:

- **Quintile 1:** Scholar's RIT score is below average (percentile <21st). This score is below grade level.
- **Quintile 2:** Scholar's RIT score is low average (percentile 21st-40th). This score is below grade level.
- **Quintile 3:** Scholar's RIT score is average (percentile 41st-60th)
- **Quintile 4:** Scholar's RIT score is high average (percentile 61st-80th)
- **Quintile 5:** Scholar's RIT score is above average (percentile >80th)

Our goal is to help every scholar reach *Quintile 4* or *5* scores in their MAP assessments.

Scholar Info

The Scholar Info section of your scholar's profile provides a summary of the information we have available for your scholar including:

- **About Me** - Overview of your scholar's information.
- **Contact Details** - Overview of guardian's contact information. Speak to your scholar's teacher should you need to make any updates.
- **Special Services** - Overview of services that your scholar is enrolled in.

Scholar Dive

The Scholar Dive section of your scholar's profile provides a greater level of detail of the information provided in the Scholar Snapshot through visualizations. When available, this section will allow you to see your scholar's progress throughout the year.

- **Attendance** - Identifies a scholar's weekly attendance rate.
- **EOC Completion*** - Identifies a scholar's assessment history for Algebra I, Biology, English I, English II, and US History. A scholar must score *Approaches*, *Meets*, or *Masters* on these assessments to graduate. Lastly, if a scholar received a participation waiver, it will be noted.
- **Rhythm** - Identifies a scholar's self-reported weekly tempo score which provides insight into a scholar's readiness to learn. A lower score indicates less readiness to learn in that moment. Questions include:
 - What's it like in your head today?
 - How do you feel today?
 - How is your social life going today?
 - How is your energy today?
 - How does your body feel today?
- **STEM Assessments** - Identifies a scholar's historical Math and Science for STAAR and EOC, Interim Assessments and MAP scores.
- **ELAR Assessments** - Identifies a scholar's historical Reading, Social Studies, US History, English I, and English II for STAAR and EOC, Interim Assessments and MAP scores.
- **mClass*** - Identifies a scholar's historical mClass scores.
- **TELPAS* (EL scholars only)** - Identifies a scholar's historical TELPAS scores for listening, reading, speaking, and writing.
- **ACT*** - Identifies a scholar's historical official and unofficial (practice) ACT scores.
- **ACT Super Score*** - Identifies the best performing score for each ACT subject assessment - English, Math, Reading, and Science - that a scholar has taken.
- **Course Grades** - Identifies a scholar's grades for each course. Additionally, when applicable, you can view which assignments scholar's have failed.

* Since not all grade levels or scholars participate in this assessment, this metric will only be present if your scholar participates.

Scholar Assessment Resources

To learn more about the different assessments administered throughout the year and how to support your scholar, visit our Scholar Assessment Resources linked in the QR code or via this link: <https://www.upliftparent.org/page/17291>

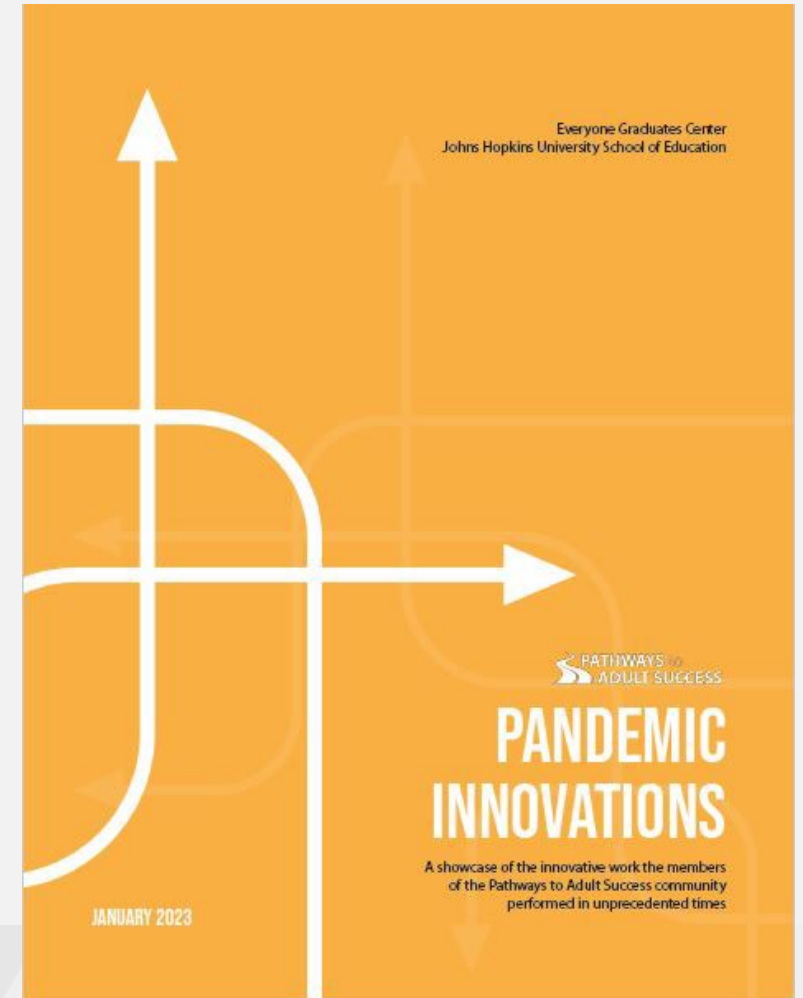


Open Discussion and Resource Sharing



Pandemic Innovations

- A showcase of the innovative work the members of the Pathways to Adult Success community performed in unprecedented times



PAS Announcements

- Season 2 [Designing Education](#) podcast episodes available
 - Available on most streaming platforms (Apple, Spotify, Google, etc.)
 - Episode #2: Hedy Chang, *founder and executive director* of Attendance Works, shares ideas on what schools can do to reengage students who are often absent.
- **GRAD Partnership Community of Practice: Learning with CT Rise**
 - Mar. 15 at 2:00pm ET
 - [Register Here](#)

NPSS Community Collaboration Challenge

- This stipend program is designed to help connect schools and districts with high-quality providers of NPSS-aligned supports in their communities.
- \$5,000 stipends to host 1–2-day catalyst event(s)
- Access to technical assistance from NPSS Hub
- [Applications Open Now](#)



Thank You, Be Well, & Onward!

We will follow up with a recording of the session, slides, and a list of references and materials shared today.