

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

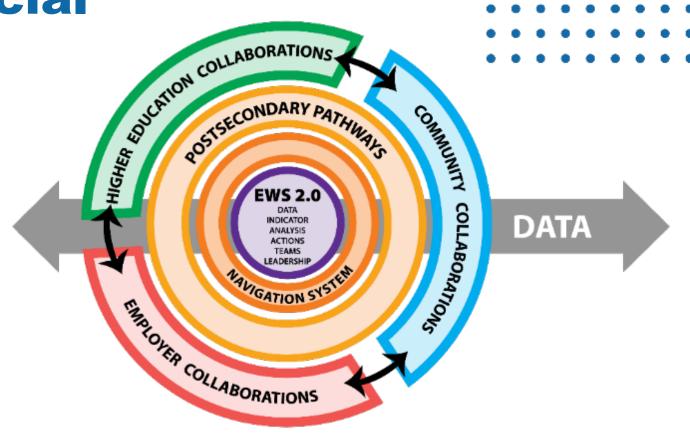
- Exposure and Opportunity for Advanced Coursework
 - Frances Dumas-Hines, Evansville-Vanderburgh School Corporation
- A Comprehensive, Integrated Early Warning Indicator Tracking System
 - Abby Kaiser and Daniel Gray, Uplift Education
- Open Discussion and Resource Sharing
- Upcoming Events

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.



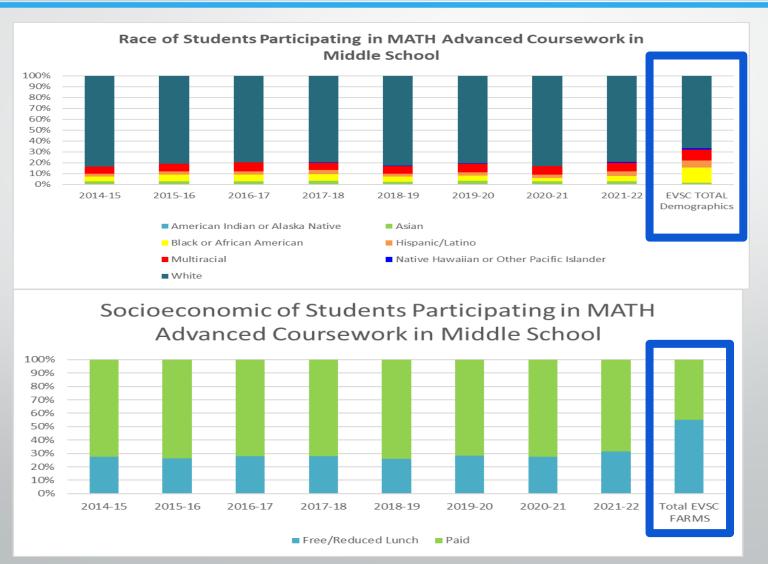
Exposure and Opportunity for Advanced Coursework

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

Survey Performance

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

Math Assessment Performance

- NWEA Fall or Winter Math Above Standard
- State Assessment Math Above Proficiency

Range 0 - 1

ELA/Reading Assessment Performance

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

Range 0 - 1

Math Grade Performance

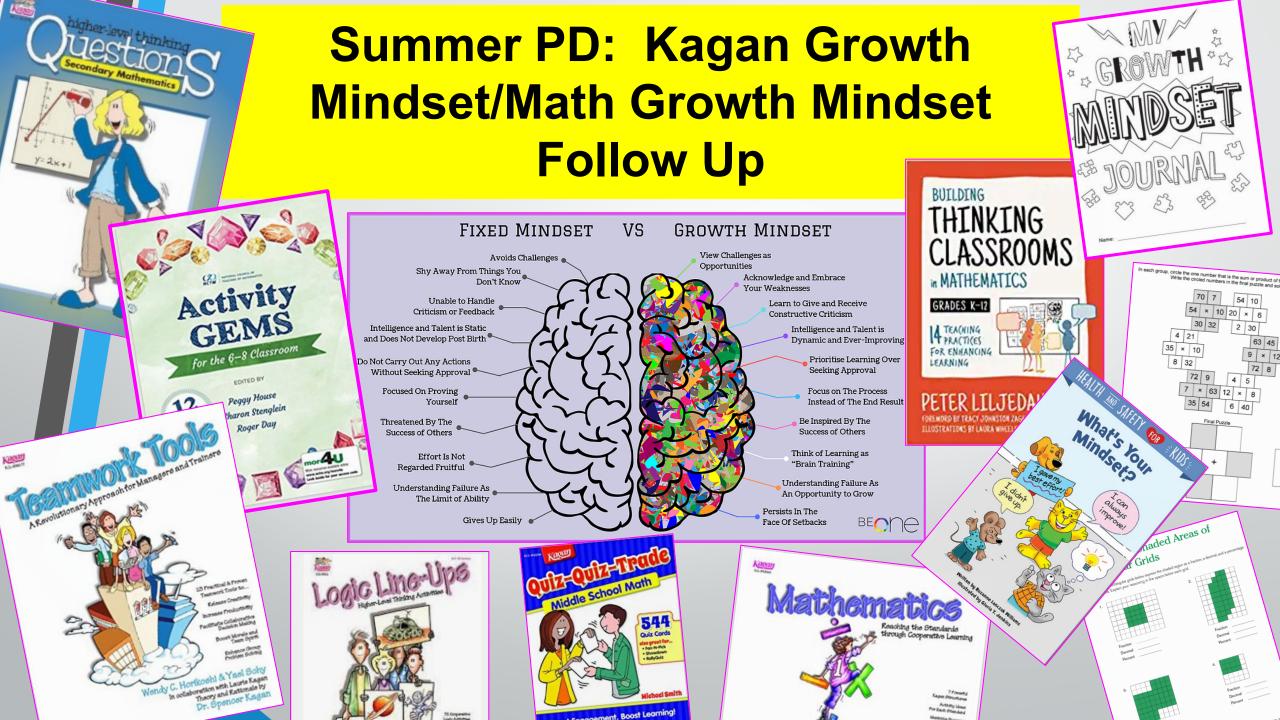
- A or B in Math Class Range 0 - 2

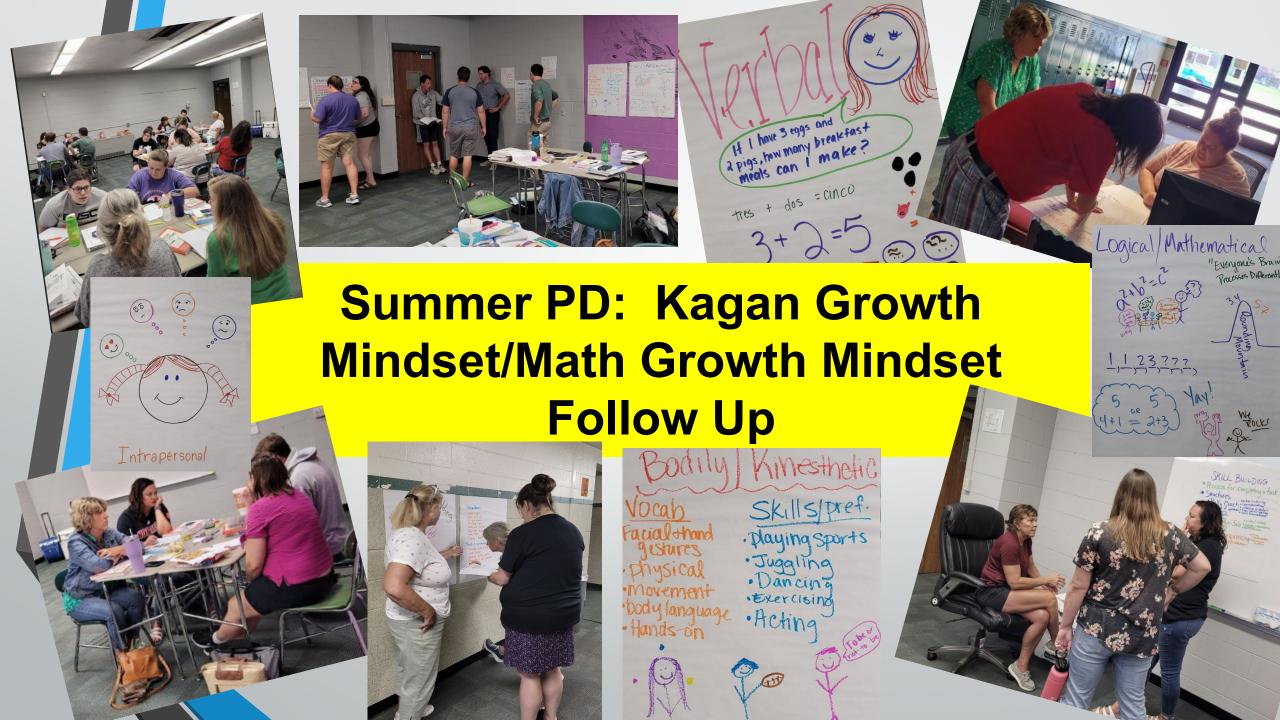
ELA Grade Performance

- A or B in ELA Class Range 0 - 2

Reading Grade Performance

- A or B in Reading Class Range 0 - 2





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

		week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8	week 9	week 10	week 11	week 12	week 13	week 14	week 15	week 16	week 17	week 18
grade	description	use 3 3's to make the numbers 1 - 12	Leo the Rabbit, climbing stairs pattern	Coin problem - p.206 Building Thinking Classrooms book	3 by 3 algebra painted cube	Mixed up 100's Chart - figuring out the numbers	Pattern seeking with hundreds charts	Number Sense Word Problem - which cookie deal is better and justify	Number sense problem wtih money	Students must make a schedule using parameters for an activity day	You must choose from different chores to earn screen time in your house	Representing Shaded Areas of Rectangular Grids Article and Description	You need to make a schedule for a celebrity to follow to meet all of the criteria	Look over a set of data and make some decisions with justification	Using length and perimeter to find area and justify	Arrays, area and multiplication	Using cubes to explore prisms and find ways to collect and organize data	Which birthday cake would you rather have if you have to share it with others?	Data Exploration - different pieces of data and students have to look at and understand
eth	link	Four 4's - modify from original	Leo the Rabbit handout	Penny Line up problem	Painted Cube Handout modified from original	Activity with the 100's chart	Crakers handout and quide	Which Cookie?	To get to a million	Intermediate Activity Day	Earning Screen Time	Rectangular Grid Activity IRectangular Grid Activity II	Celebrity Travel Planning	Selling Cookies	Cheez IT perimeter and area	worksheet link for activity	30 cubes handout	Birthday cake pieces	Dear Data Handout
	source	youcubed.org	yoububed.org	Building Thinking Classrooms	voucubed.orq website	Building Thinking Classrooms	youcubed.org	would you rather website	would you rather website	numeracy tasks from Peter Liljedahl	numeracy tasks from Peter Liljedahl	Activity Gems for the 6 -8 Classroom	numeracy tasks from Peter Liljedahl	numeracy tasks from Peter Liljedahl	would you rather website	youcubed.org	youcubed.org	would you rather website	youcubed.org
grade	description	use 4 4's to make the numbers 1-20	working with factors and remainders	Circle Fever - Continuing the pattern and finding the rule	4X4 algebra painted cube	Would you rather exploration on Tipping at a Restaurant	Which Pool would you rather have - volume	Would you rather on a percent off coupon	Students are given dimensions and a grid to plan the layout of a school	Reasoning about Sums of Consecutive Numbers	You are given 3 different fundraising options and you need to decide which is the best and justify	Proportional Relationships with Jolly Ranchers and Jawbreakers	Mixing paint problem - could easily expand on this	Using a data set, students must make fair teams and justify	Using number tiles to find comp and supp angles	Figuring out distance and which path will work best	Problem solving with stipulations to follow to build a garden	Figuring out combinations of ice creams	Find the right numbers to make the angles work
7th	link	Four 4's	Pennies grouping task	Circle Fever	Painted Cube Handout	Tipping would you rather	Which Pool Problem	free gift or 20% off	Designing a New School	Sum Thing Activity Recording Sheet for Sum Things	Terry Fox Fundraiser	Jolly Ranchers and Jawbreakers	Handout for problem for AF.9	Fair Teams	Finding Comp and Supp Angles	The Two Blke	Building a Garden	Directions for Ice Cream Poster and Task	Comp/Supp angles
	source	youcubed.org	youcubed.org	Youcubed.org	youcubed.org website	would you rather website	would you rather website	would you rather website	numeracy tasks from Peter Liljedahl	Activity Gems for the 6 -8 Classroom	numeracy tasks from Peter Liljedahl	DOE task	pulled from Clarifying Ex	numeracy tasks from Peter Liljedahl	Open Middle	numeracy tasks from Peter Liljedahl	numeracy tasks from Peter Liljedahl	youcubed.org	Open Middle Resource
grade	description	use 5 5's to make as many numbers possible from 1 - 125	Using number tiles to approximate an irrational number	Building Squares and Finding Patterns	5x5 algebra painted cube	students use a gameboard to figure out why patterns work and do not work	exploring exponent rules and patterns	Finding consecutive numbers and the formulas with the 100's chart as a possbile guide	up with size of		Students use some data and a map to plan different Adventures at a Theme park		Week 1 of Algebra Exploring problems - Day 3,4,5	Week 2 of Algebra Exploring problems - Day 1	Week 2 of Algebra Exploring problems - Day 2-5	Week 3 of Algebra Exploring problems - Day 1 - 3	Week 3 of Algebra Exploring problems - Day 4 & 5	Week 4 of Algebra Exploring problems - Day 1 & 2	Week 4 of Algebra Exploring problems - Day 3,4 & 5
8th	link	Four 4's - modify from original	Approximating a square root - number tile	Making Squares Template	Painted Cube Handout modified from original	Jo's Pennies adn Paperclips problem	Exponent handout	Consecutive Numbers Handout and Guide	Best Pizza Deal	Cell Phone Plan	Playland Adventures	Border Problem	Seeing & Describing Linear Functions	Raindrop	Investigation of Patterns Menu	Apple Orchard	Shape of Things	More on the Paint Cubes	Cantor Ternary Set
	source	voucubed.org	Open Middle Resource	Kagan Resource	youcubed.org website	website search	website search	voucubed.ora	would you rather website	numeracy tasks from Peter Liliedahl	numeracy tasks from Peter Liliedahl	voucubed.ora	voucubed.ora	voucubed.ora	voucubed.ora	voucubed.org	voucubed.ora	voucubed.ora	voucubed.ora

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%.

													1						
Fall 2022-23	All Sci	hools	Α		В		С		D		ı		F	:	G	ì	Н	I	I
American Indian or Alaska Native	2	1%									1	1%	1	4%					
Asian	7	2%							1	116	3	4%	1	4%	1	2%	1	4%	2
Black or African American	25	7%			4	25%	1	2%			13	17%			1	2%	6	24%	0
Hispanic/Latino	15	4%	1	2%	2	13%			1	116	6	8%			3	5%	2	8%	
Multiracial	26	7%	6	13%			1	2%	2	316	11	14%			3	5%	3	12%	6
Native Hawaiian or Other Pacific Islander	1	0.3%			1	6%													4
White	294	79%	41	85%	9	56%	40	95%	75	95	6 44	56%	24	92%	48	86%	13	52%	Ш
	370	100%	48	100%	16	100%	42	100%	79	100	78	100%	26	100%	56	100%	25	100%	6
																			7

Fall 2021-22	All Sc	hools	Α		В		C		D	_	E		F		G	i	H	ł
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	5 1	2%			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	91	5 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%

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

	E		
	3	5%	
,	1	2%	
	4	7%	
,	7	13%	
,	40	73%	
,	55	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 Scho	ools	Α		В		C		D		E		G	ì	н		
American Indian or Alaska Native	1	0.3%									1	1%					H
Asian	7	2%			1	8%			1	29	3	4%	1	1%	1	4%	Н
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%	9/
Multiracial	26	8%	2	7%	1	8%	2	5%	3	59	11	14%	5	6%	2	8%	
Native Hawaiian or Other Pacific Islander	1	0.3%											1	1%			9/
White	261	79%	24	89%	7	58%	41	93%	58	949	47	58%	67	85%	17	68%	-
	330	100%	27	100%	12	100%	44	100%	62	1009	81	100%	79	100%	25	100%	
	1 3301	10070	~ 1														-
	330	10070	21														9/
	330	10070	21		,,,												
	330	10070	21														
Fall 2021-22	All Scho		A		В		c		D		E		G		н		
Fall 2021-22 American Indian or Alaska Native					,		c										
				3%	,		c					6%					
American Indian or Alaska Native	All Scho	pols			,	11%	c	2%		49)						ı	
American Indian or Alaska Native Asian Black or African American	All Scho	ools 3%			,		c 1					6%				4%	9/
American Indian or Alaska Native Asian	All Scho	3% 3% 3%			,	11%	c 1 1 1 3	2%				6% 2%		2%		4% 9%	
American Indian or Alaska Native Asian Black or African American Hispanic/Latino	All Scho	3% 3% 3%		3%	,	11% 11%	1 1 3	2% 2%		49)		6% 2% 9%		2% 2%		4% 9% 4%	
American Indian or Alaska Native Asian Black or African American Hispanic/Latino Multiracial	All Scho	3% 3% 3%		3%	,	11% 11%	1 1 3	2% 2%		49)		6% 2% 9%		2% 2% 6%		4% 9% 4%	

	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	Α		В		С		D		E		F		G		н	
Free/Reduced	125 37%	2	7%	9	75%	7	16%	13	21%	40	49%			32	41%	14	56%
Paid	216 63% 341 100%	25 27	93% 100%	3 12	25% 100%	37 44	84% 100%	49 62	79% 100%	41 81	51% 100%			47 79	59% 100%	11 25	44% 100%
			•			•		•						•			
Fall 2021-22	All Schools	Α		В		C		D		E		F		G		н	
Free/Reduced Paid	97 30% 223 70%	7 24	23% 77%	17 1	94% 6%	10 31	24% 76%	16 41	28% 72%	19 35	35% 65%	39	916 916	14 39	26% 74%	10 13	43% 57%
Falu	320 100%	31	100%	18	100%	41	100%	57	100%	54	100%	43	100 6	53	100%	23	100%
													L				
Enrollment in	Math Honors Class											1					
Fall 2022-23	All Schools	Α		В		c		D		E		F		G		н	
Free/Reduced Paid	113 31% 257 69%	10 38	21% 79%	10	63% 38%	6 36	14% 86%	17 62	22%) 78%)	39 39	50% 50%	26	100%	16 40	29 6 71 6	15 10	60% 40%
Faiu	370 100%	48	100%	16	100%	42	100%	79	1009	78	100%	26	100%	56	100 6	25	100%
																	_
Fall 2021-22	All Schools	A		В		С		D		E		F		G		Н	
Free/Reduced Paid	103 29%	16	29%	17	94%	81	200/ [401							
	1 2491 71%1	40	71%	1	6%	33	20% 80%	17 40	709	19 36	35% 65%	3 46	6% 94%	15 39	28 6 72 6	8 14	36% 64%
	249 71% 352 100%	40 56	71% 100%		6% 100%		80% 100%	40 57	70%	36 55	65% 100%	3 46 49	6% 94% 100%	15 39 54	28 6 72 6 100 6	8 14 22	64% 100%
	352 100%	40 56	71%	1 18	6%	33	80%	40	70%	36	65%	46	94%	39	72 6	14	64%
	352 100% E	56	71%	1	6%	33	80%	40	70%	36	65%	46	94%	39	72 6	14	64%
	E 40 499	56	71%	1 18	6%	33	80%	40 57	1009	36	65%	46	94%	39 54 H	72 6 100 6	14	64%
	E 40 499 41 519		71%	1 18 G 32 47	6% 100% 41% 59%	33	80% 100%	40 57	70% 100% 100%	36 55 55 50% 50%	65%	46	94%	39 54 H 15	72 6 100 6	14	64%
	E 40 499		71%	1 18 G	6% 100%	33	80%	40 57	70% 100% E	36 55 50%	65%	46	94%	39 54 H	72 6 100 6	14	64%
	E 40 499 41 519		71%	1 18 G 32 47	6% 100% 41% 59%	33	80% 100%	40 57	70% 100% 100%	36 55 55 50% 50%	65%	46	94%	39 54 H 15	72 6 100 6	14	64%
	E 40 499 41 519		71%	32 47 79	6% 100% 41% 59%	33	80% 100%	40 57	70% 100% 100%	36 55 55 50% 50%	65%	46	94%	39 54 H 15	72 6 100 6	14	64%
	E 40 499 41 519 81 1009	56 6	71%	32 47 79	41% 59% 100%	33	80% 100%	40 57 3 3	F 89 89 89 88 E	50% 50% 50% 100%	65%	46	94%	39 54 H 15 10 25	72 6 100 6 6 60% 40% 100%	14	64%
	E 40 499 41 519 81 1009 E 19 359	56	71% 100%	32 47 79	6% 100% 41% 59% 100%	33	80% 100% /6 /6	40 57 3 3 7	F 89 89 89 89 8	50% 50% 100%	65%	46	94%	39 54 H 15 10 25	72 6 100 6 60% 40% 100%	14	64%
	E 40 499 41 519 81 1009	56 6	71%	32 47 79	41% 59% 100%	33	80% 100%	3 3 3 7	F 89 89 89 88 E	50% 50% 50% 100%	65%	46	94%	39 54 H 15 10 25	72 6 100 6 6 60% 40% 100%	14	64%

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

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%

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%

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 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

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 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%
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					
	T	eachers R	eceiving S	Summer P	D
Course Grade	N	0	Y	es	Total
Α	151	61.4%	84	73.0%	235
В	67	27.2%	26	22.6%	93
С	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							
	Teachers Receiving Summer PD						
Course Grade	N	0	Y	es	Total		
Α	92	35.5%	51	32.9%	143		
В	86	33.2%	47	30.3%	133		
С	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 Grov	wth in NW	/EA Math			
Math 6H					
	Teach	ers Receiv	ing Sumr	ner PD	
	N	lo	Y	es	Total
No	53		28		81
Yes	191	78.3%	83	74.8%	274
Total	244		111		361
Math 7H					
	Teach				
	N	lo	Y	es	Total
No	49		34		83
Yes	205	80.7%	117	77.5%	322

151

361

254

Total

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



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





The Need

Understand scholars' trends in real time



A LONG-TERM PROJECT

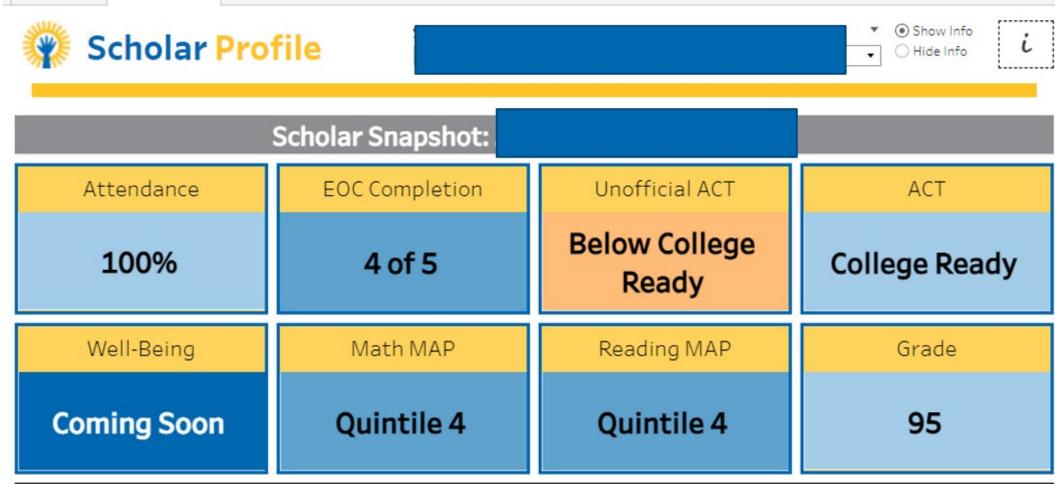


- Initially saw versions of EWS at previous PAS conference that we thought could be an effective support for the work of our Academic Team
 - These tools aligned to our goals of understanding more about the scholar experience and being able to more quickly and effectively create interventions for our 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

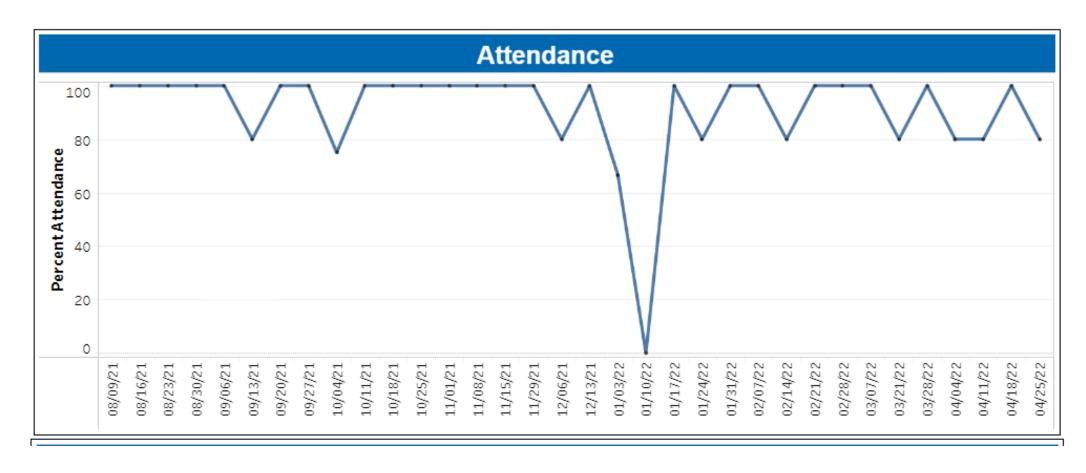






ATTENDANCE TRENDS







ASSESSMENT TRENDS



STAAR/EOC/CA						
May 2017	April 2018	May 2019				
Meets		Meets				
	Approaches					
STAAR Reading, 7th Grade	STAAR Reading, 8th Grade	EOC English I, 9th Grade				



COLLEGE READINESS TRENDS



	ACT							P	CT Sup	erscore	2	
		Composite	English	Math	Reading	Science		Composite	English	Math	Reading	Science
Official ACT	03-2021	23	19	24	29	21						
	07-2021	23	23	20	23	24	Official ACT	24	27	24	29	25
	10-2021	24	27	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	ACI					



CURRENT SNAPSHOTS IN REAL-TIME



Course	Grades-	- Q3	Failing Grades- Q3
A/V Production II	Non-Core Subject	81	Count of Falling Grades: 1 List of Falling Grades: Film Portfolio Analysis Pages
IB History of Americas HL2	Core Subject	72	Count of Failing Grades: 11 List of Failing Grades: Cesar Chavaz 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 Falling Grades: 4 List of Falling 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

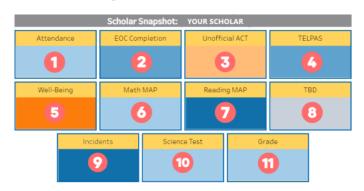


PARENT EXPLANATION GUIDE



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.



- Attendance provides a scholar's average attendance percentage for the previous 2
- 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)
- 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 Rhithm tempo score providing selfreported insight into how a scholar is doing socially and emotionally and their readiness to learn in that moment. Scores include a

- 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
- 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
- Grade provides a scholar's average course grade for core subjects.



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.
- · Rhithm 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 is your energy today?
 - How do you feel today? - How is your social life going 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.
- . 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



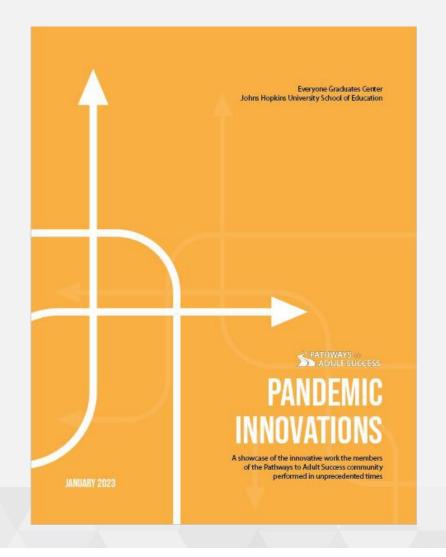




Open Discussion and Resource Sharing

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 <u>Designing Education</u> 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

