

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

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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

Select a Scholar

Summit HS - Grade: 12

Show Info

Hide Info



Scholar Snapshot:

Attendance

100%

EOC Completion

4 of 5

Unofficial ACT

Below College Ready

ACT

College Ready

Well-Being

Coming Soon

Math MAP

Quintile 4

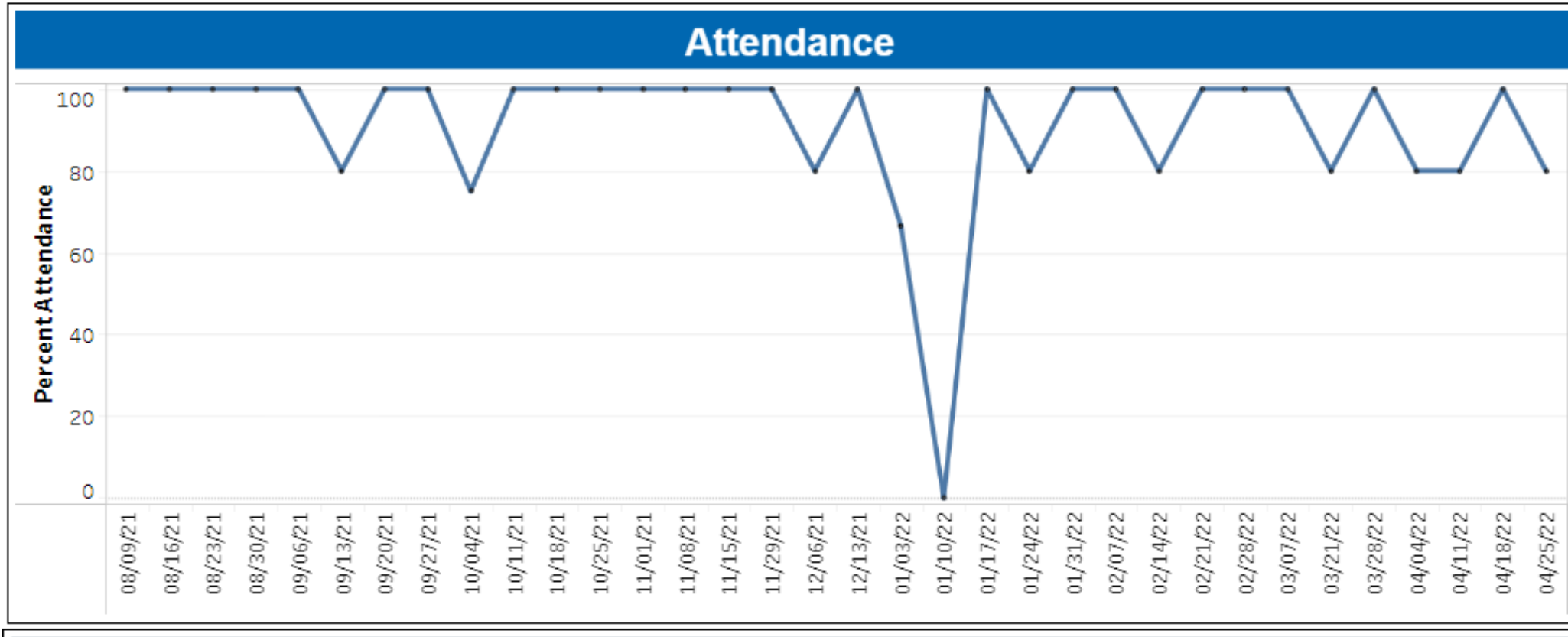
Reading MAP

Quintile 4

Grade

95

ATTENDANCE TRENDS



ASSESSMENT TRENDS



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

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			Unofficial ACT		21	24	23	15	21
	10-2021	24	27	20	23	25					09-2020	20	25	21	18
Unofficial ACT	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 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 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

HIGHLIGHTS & STICKING POINTS



Highlights	Sticking Points
<ul style="list-style-type: none">• Scholar-level snapshots in real-time (data syncs with external sources & updates daily)• Attendance & assessment trends over time• Ample opportunity for stakeholder input and feedback in the design process	<ul style="list-style-type: none">• In its current form, it is a snapshot, not an early warning indicator tool• Current format is singular, scholar-level view (inability to view school or district trends)• Data inconsistency between campuses, particularly with attendance• Best way to share the information with families (“mass print” option)• How does the tool inform decision-making at the campus & district level?

INPUT



What's missing?

What have others done that they've found successful with a similar tool?

Most effective ways of implementing a new tool? (change management)

How should the tool, when scaled to the district level, drive decision-making?

How do we ensure campus accountability with data consistency?

CLARIFYING QUESTIONS?



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TABLE TALK



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