



Phases 1 and 2 of New Visions' Data Work

Reimagining Early-Warning Systems for At-Risk Students in NYC High Schools

3-18-2013

PHASE 1: CORE COMPONENTS

The Problem

- Failure to hit critical benchmarks—high attendance, continuous credit accumulation and high grades—linked to high school and post secondary outcomes.

The Problem is exacerbated by ...

- Continuously changing graduation requirements in NYC
- Requirements for staying on track to graduate mysterious to students and parents
- CUNY admission requirements becoming more rigorous
- Schools have limited access to integrated data systems and staff who know how to navigate those data systems

CORE COMPONENTS OF EFFECTIVE DATA WORK

- Clear Benchmarks
- Multiple Tools for Multiple Audiences
- Data On Demand

CLEAR BENCHMARKS

On track to college readiness	Meet "On Track to Graduation" requirements, plus 75s on the Regents for Math and ELA, and 4 additional Regents exams.
On track to graduation	Gain 1 credit per semester in each core subject; Gain 11 credits per year; Pass 1 Regents exam by end of freshman year, 3 by end of sophomore year and 5 by end of junior year.
Almost on track	Gain credits in each subject, but maybe less than 1 per semester; Gain at least 8 credits per year; Begin passing Regents exams by junior year.
Off track	Fail to gain credits in a particular subject; Gain very few credits overall; or pass no Regents exams by end of junior year.

9th Grade Tracker

Diaz, Karolina: Class of 2013



My Attendance

92%

Goal: 92% or Higher

Semester	September	October	November	December	January
1	100%	95%	94%	94%	73%
Semester	February	March	April	May	June
2					

My Grades

83.7

Goal: 80 or Higher

Fall Semester Average

1st Semester				
Course	Teacher	MP 1	MP 2	MP 3
E1H	Gordon	80	75	75
GWJD	Didomenico			P
FS1	Roman	96	90	95
SL1H	Orlando	75	80	80
AAW1	Galante	92	95	97
PP1F	Spitaleri	75	70	65
HWAX	Gaffredo	80	80	80
MG21A	Aziz	75	75	75
SL1L	Orlando			

**See transcript for additional course*

My Credits

7.08

Goal: At least 5.5

Fall Semester Credits

1st Semester			
Course	Course Title	Grade	Credits
HWAX	AP WORLD 1/4	80	1
GWJD	OFFICE EXP	P	0.5
FS1	SPANISH I	95	1
SL1H	LIV ENV HONORS	80	1
E1H	ENG HUM HONORS	75	1
MG21A	GEOMETRY ACCEL	75	1
PP1F	PHYS ED	65	0.58
AAW1	DRAWING	97	1

My Regents at 65+

0

Goal: At Least 1 by June

REGENT	SCORE	REGENT	SCORE
ELA		Integrated Algebra	
US History		Science	
Global Studies		Foreign Language	

OSIS: 270177694 Data from 1.08, 1.14, RDES, 142 reports, 2/2009

My Team

Parent Name/Signature

Name/Signature

People Advocating for Me

Student Name/Signature

Name/Signature



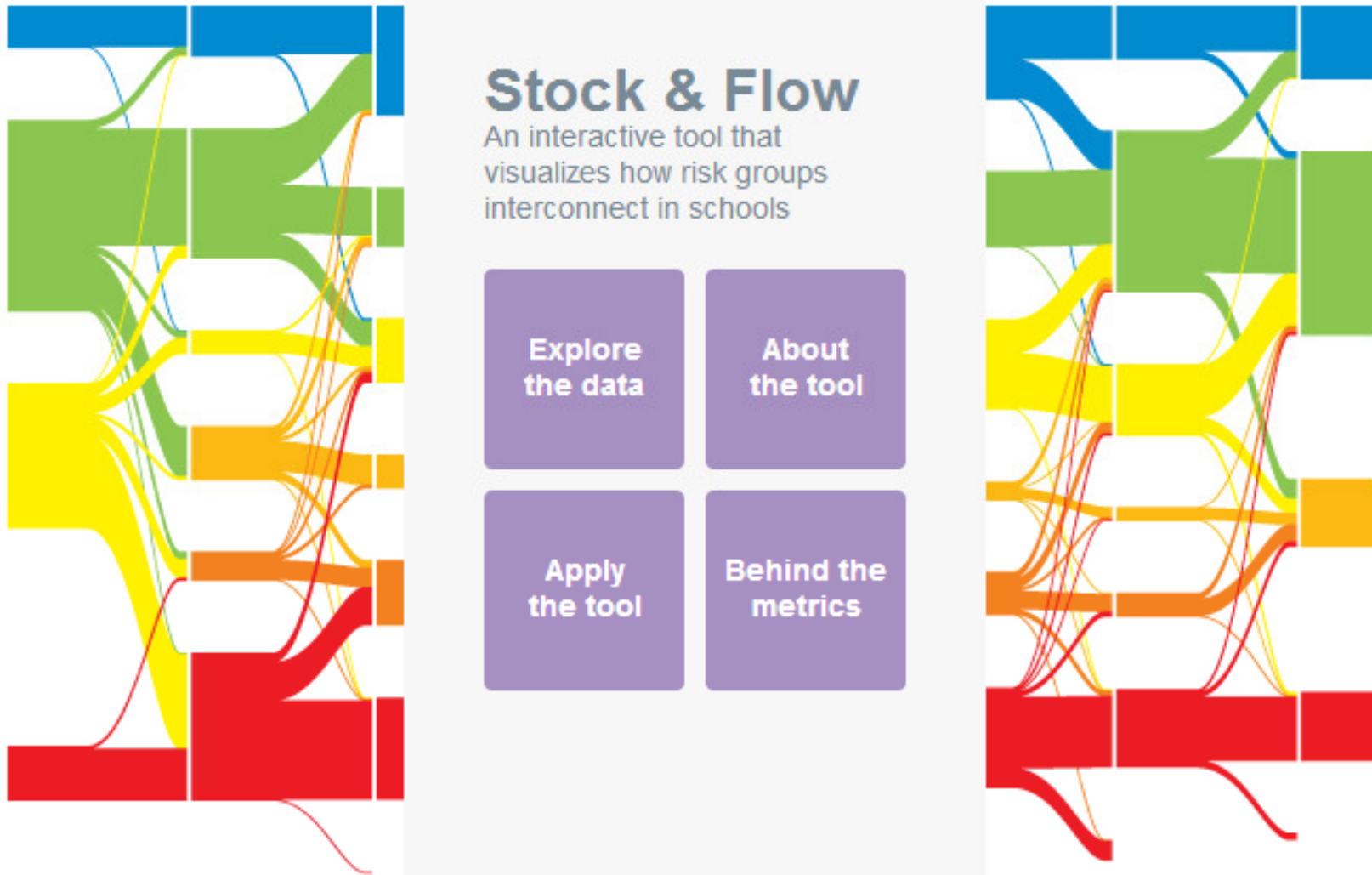
DATA ON DEMAND



**PHASE 2:
RECONCEPTUALIZING RISK
& REIMAGINING EARLY WARNING**

The Problem

- All parts of a school are connected.
- The 9th graders at-risk of dropping out and the seniors at-risk of not graduating are not independent of one another.
- Focusing on a student at a “moment in time” distracts us from the structures that are systematically producing risk.
- “Fixing” immediate problems rather than focusing on the root cause is called “Shifting the Burden”.



<http://www.newvisions.org/pages/applied-research>