“Putting the Pieces Together”

A COLLABORATIVE DATA ANALYSIS-INTERVENTION APPROACH

PRESENTERS:  
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RON GIBBS- SCHOLAR CENTRIC  
VERONIQUE ZIMMERMAN-BROWN- GEAR UP ALABAMA
GUA’s Overlying Goal

The overlying goal for this project is to **significantly increase** the number of low-income students who are prepared to enter and succeed in postsecondary education.
HOPE, POSSIBILITY, REALTY

WHAT DO WE WANT OUR STUDENTS TO BELIEVE?

“I HAVE HOPE THAT MY POSSIBILITIES WILL BECOME MY REALITY”
“I have hope that my possibilities can become my reality.”

**Building a Foundation**
Fiscal Years 1 – 2
2014, 2015

**Engaging Teachers, Students, their Families and Community**
Fiscal Years 3 – 5
2016, 2017, 2018

**Pursuing College and Career**
Fiscal Years 5 – 7
2019, 2020, 2021
GUA Objectives

1. To increase the academic performance and preparation for post secondary education for GEAR UP students.
2. To increase the rate of high school graduation and enrollment in post secondary education for GEAR UP students.
3. To increase GEAR UP students’ and their families’ knowledge of postsecondary education options, preparation, and financing.
4. To increase the percentage of GEAR UP students who enroll in and succeed in postsecondary education.
5. To increase the preparation of the project teachers and staff who teach and serve GEAR UP students.

Note: All GUA sponsored activities are to align with at least one of the grant’s five objectives.
## GUA Activity Planning Checklist

<table>
<thead>
<tr>
<th>Steps</th>
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<tbody>
<tr>
<td>1. Team meeting held (quorum established-core teachers, elective</td>
<td>Team meeting held (quorum established-core teachers, elective</td>
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<tr>
<td>teacher, counselor, administrator, parent, community representative).</td>
<td>teacher, counselor, administrator, parent, community representative).</td>
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<tr>
<td>2. Team aligned proposed activity with district/school goals &amp; GEAR UP</td>
<td>Team aligned proposed activity with district/school goals &amp; GEAR UP</td>
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<td>Alabama objectives.</td>
<td>Alabama objectives.</td>
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<td>3. Detailed team meeting minutes were taken.</td>
<td>Detailed team meeting minutes were taken.</td>
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<td>4. Site facilitator and/or team leader have created an itemized budget.</td>
<td>Site facilitator and/or team leader have created an itemized budget.</td>
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<td>5. Site facilitator and/or team leader have sought and obtained outside</td>
<td>Site facilitator and/or team leader have sought and obtained outside</td>
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<tr>
<td>resources.</td>
<td>resources.</td>
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<td>6. If funds are needed, the site facilitator and/or team leader have</td>
<td>If funds are needed, the site facilitator and/or team leader have</td>
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<tr>
<td>submitted the completed funds request form (including all required</td>
<td>submitted the completed funds request form (including all required</td>
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<tr>
<td>signatures), team meeting minutes, and other supporting documents</td>
<td>signatures), team meeting minutes, and other supporting documents</td>
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<td>to the regional coordinator at least 4 weeks in advance of the</td>
<td>to the regional coordinator at least 4 weeks in advance of the</td>
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<td>proposed activity.</td>
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Trainings (completed and/or in progress)

- Orientation where GUA processes were explained
- Site Development Workshop (SREB and Scholar Centric)-school plans were developed
- Kaplan training (remediation/enrichment)
- Financial Literacy and Health
- ePrep (ASPIRE and ACT remediation/enrichment)
Status Check-Year 2
Year 2...

1. GUA District/School Kick-offs and College & Career associated activities
2. Review/evaluation of summer enrichment opportunities
3. Additional grant submission and funding sources
4. Development of tutoring/mentoring program
5. Family Wellness Sessions (Regions Bank, UAB School of Business, Alabama Health Action Coalition)
6. Needs-based professional development for teachers
7. Partner discussions to address district/school leadership, STEM, and other identified GUA cohort needs
Year 2...

8. Additional partners added
   - IHEs-(Troy University, University of West Alabama, Alabama 2-Year College System)
   - Alabama Health Action Coalition and Alabama Health Education Centers

9. Development of health career related exposure/student in-school activities/summer camps-AHEC

10. Meetings to establish new partnerships and/or extend relationships (state representatives, departments within ALSDE, Black Belt Education Committee, Alabama Workforce Commission)

11. Kaplan student and teacher books delivered-ePrep accounts set up

12. Follow-up meetings with GUA superintendents

13. New GUA position- Project Communications Manager(Dr. Samantha Briggs) and Data Entry Coordinator (to be hired)
END
Using the Graduation Tracking System (GTS) for Data-Driven Decision Making

PRESENTER-GUA STAFF
Do you know your ABC’s

A-Absenteeism
B-Behavior
C-Course Performance
<table>
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<th>B</th>
<th>C</th>
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Let’s Practice

Data represents second semester 9th graders. The average age is 15 for this group. Data in GTS is consistently displayed at all grade levels.
Some considerations as we explore...

Are there any implications tied to specific subject areas?
Are there any implications tied to specific teachers?
Are absences all day or in specific classes? If in specific classes, what could possibly be the reason(s)?
What are the types of suspensions (STI has reports to include in-school versus out-of-school)?
What are some risk-factor related interventions you can use?
Let’s Practice- Student 3 (3 Risk Factors)

A-Absenteeism
  ◦ Unexcused Absences=18
  ◦ Total Absences=32

B-Behavior
  ◦ Suspensions=5

C-Course Performance
  ◦ Grade Average (all classes)= 67
Let’s Practice-Student 6 (2 Risk Factors)

A-Absenteeism
  ◦ Unexcused Absences=26
  ◦ Total Absences=31

B-Behavior
  ◦ Suspensions=1

C-Course Performance
  ◦ Grade Average (all classes)= 75
Let’s Practice-Student 10 (1 Risk Factor)

A-Absenteeism
  ◦ Unexcused Absences=23
  ◦ Total Absences=23

B-Behavior
  ◦ Suspensions=0

C-Course Performance
  ◦ Grade Average (all classes)= 74
Let’s Practice-Student 4

A-Absenteeism
  ◦ Unexcused Absences=18
  ◦ Total Absences=32

B-Behavior
  ◦ Suspensions=5

C-Course Performance
  ◦ Grade Average (all classes)= 67
Now you try. What are you seeing?

<table>
<thead>
<tr>
<th>A-Absenteeism</th>
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<tbody>
<tr>
<td>• Unexcused Absences=</td>
</tr>
<tr>
<td>• Total Absences=</td>
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<table>
<thead>
<tr>
<th>B-Behavior</th>
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<td>• Suspensions=</td>
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<tr>
<th>C-Course Performance</th>
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<tr>
<td>• Grade Average (all classes)=</td>
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</table>

Please consider the following:

Are there any implications tied to specific subject areas?
Are there any implications tied to specific teachers?
Are absences all day or in specific classes? If in specific classes, what could possibly be the reason(s)?
What are the types of suspensions (STI has reports to include in-school versus out-of-school)?
What are some risk-factor related interventions you can use?
Connecting Reports and Activities

- STI reports by grade-level
- STI reports by subject area
- STI reports by teacher
- STI Discipline Reports
- STI Absentee Reports (by day and by period)
- Progress Report Checks (Are teachers posting grades? How many grades were posted? What is your policy on make-up work; is the teacher recording a zero until the grade is cleared?)
- Student Reflection Activity
- Report Card Conference
Total number of failures = 418

<table>
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<tr>
<th>Subject</th>
<th>Grade</th>
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<td>English</td>
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<td>Science</td>
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<td>Social Science</td>
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<td>Physical Education</td>
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<tr>
<td>Career Tech</td>
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Student Reflection Worksheet

Name__________________________________________ 1st Period Class/Teacher ___________________________________ Marking Period ______________

I received the following grades. Please write the number of each grade in the blanks below.

___________A’s

___________B’s

___________C’s

___________D’s

___________F’s

___________Incomplete

Please circle the appropriate response. You may circle more than one response.

I received an A or B because:
- I studied frequently
- I completed all homework
- I enjoyed this subject
- I am self-motivated
- I handed assignments in early
- I asked the teacher questions when I was unsure
- I have no unexcused absences

My classmates helped me
I received peer tutoring
I attended after-school tutoring
I was seldom absent from this class
I felt challenged

I received a C or D because:
- I did not study enough
- I fell asleep in class
- I did not enjoy this subject
- I was unsure of what was expected of me
- I did not make up work when I was absent
- I did not know where to get help
- I did not complete assignments on time

I could not concentrate because the class was too disruptive
I let family problems keep me from making up work
The class was too challenging for me
I did not take the class seriously
I was afraid to ask for help

I received a failing grade or an incomplete because:
- I did not study enough
- I fell asleep in class
- I did not enjoy this subject
- I was unsure of what was expected of me
- I did not make up work when I was absent
- I did not know where to get help
- I did not complete assignments on time
- I suspended and did not make up the work

I could not concentrate because the class was too disruptive
I let family problems keep me from making up work
The class was too challenging for me
I did not take the class seriously
I was afraid to ask for help
I kept forgetting my book

To continue my success in classes, I plan to:______________________________________________________________

To improve in classes I received a C or D in, I plan to:______________________________________________________

To improve in classes I failed, I plan to:_________________________________________________________________

Signed:_________________________________________________________ Date:______________________________________
Recovery Contact Form

Print Student Name: ____________________________________________

Teacher_________________________________     Subject ________________________

We Need to Talk - I Need Your Help!

After reviewing my progress report/report card, I realize that I am not reaching my academic potential and can do better. But I know that it is not too late. Could you please meet with me to discuss my grade in your class and what I can do to improve it in the future?

I feel my problem is a result of (Check all that applies.):

- My Attendance/Tardies
- I don’t understand the material
- Low test scores
- Not completing my homework
- My parent/guardian would also like to attend our meeting

I feel my problem is a result of (Check all that applies.):

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Student Signature ________________________ Date ________________________

Met with student on ________________________ (Date) ________________________

Teacher Signature ________________________

Recovery Contact Form

Print Student Name: ____________________________________________

Teacher_________________________________     Subject ________________________

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- Low test scores
- Not completing my homework
- My parent/guardian would also like to attend our meeting

Student Signature ________________________ Date ________________________

Met with student on ________________________ (Date) ________________________

Teacher Signature ________________________
The GTS system is updated whenever grades post. You must have administrative privileges to access the portal.

It is recommended that this report is pulled at least when progress report and report card grades are posted.

Who will “own” this? Who will have STI administrative privileges (school-level decision)?
End
Addressing the GUA Requirements
Follow the data...Follow the steps

1. Team Meetings
   i. Quorum of stakeholders are present for shared decision making (needed for ownership).
   ii. School data is reviewed to ensure activities are focused/intentional.

2. Insure goal/objective alignment (district/school with GUA)
   i. District/school and GUA goals are displayed.
   ii. Collaborative planning/strategizing takes place where the most effective and efficient means to impact student outcomes are discussed. How will you use current resources/initiatives to maximize your outcomes? What else is needed?

3. Document
   i. Write the plan. Make sure detailed notes are taken and sent out to the team for needed revisions if needed.
   ii. Outline who will “own it”. Develop an immediate action plan indicating a timeline of what needs to be done and who is responsible.

4. Search
   i. Search for internal and external resources needed to execute your plan. The site facilitator is the primary person who searches for external resources.

5. Request
   i. As needed, submit requests for resources to GUA, using the proper process