1. THE REAL WORLD

Hundreds of 9th graders arrive on campus. The educators have not yet gotten to know these new students. Limited academic information is available.

2. INFORMATION SYSTEMS

Every day new information becomes available as student interacts at school.
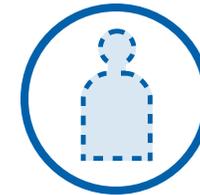
3. METRICS AND INDICATORS

Leading indicator metrics flag emerging issues before they become serious.
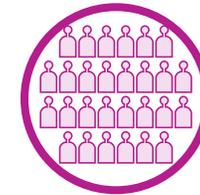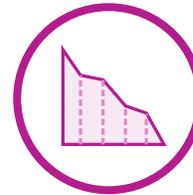
4. HUMAN ACTION AND INTERVENTION

An educator who has appropriate resources, training, and time during the school day reviews student information on a regular basis and intervenes to improve academic outcomes.

1. THE REAL WORLD

Metrics and indicators are designed to measure something in the real world.

Some students arrive at high school below 9th grade proficiency level.

Limited amount of historical information is available on each student.

Tyson is passing all TAKS tests, had only one grade below C last year, is taking Algebra I and has a 97% daily average attendance.

2. INFORMATION SYSTEMS

Educators collect and enter data into systems as events happen in the real world.

Data from classrooms and across campus are shared with teachers, principals, and district personnel.

Every day new information becomes available as Tyson interacts at school.

REGULARLY TAKES TESTS

LEAVES SCHOOL OR CLASSES EARLY

ATTENDS AND PARTICIPATES IN CLASS

INFORMATION SYSTEMS

CAPTURES REAL WORLD DATA POINTS IN REAL-TIME AND HIGHLIGHTS PATTERNS
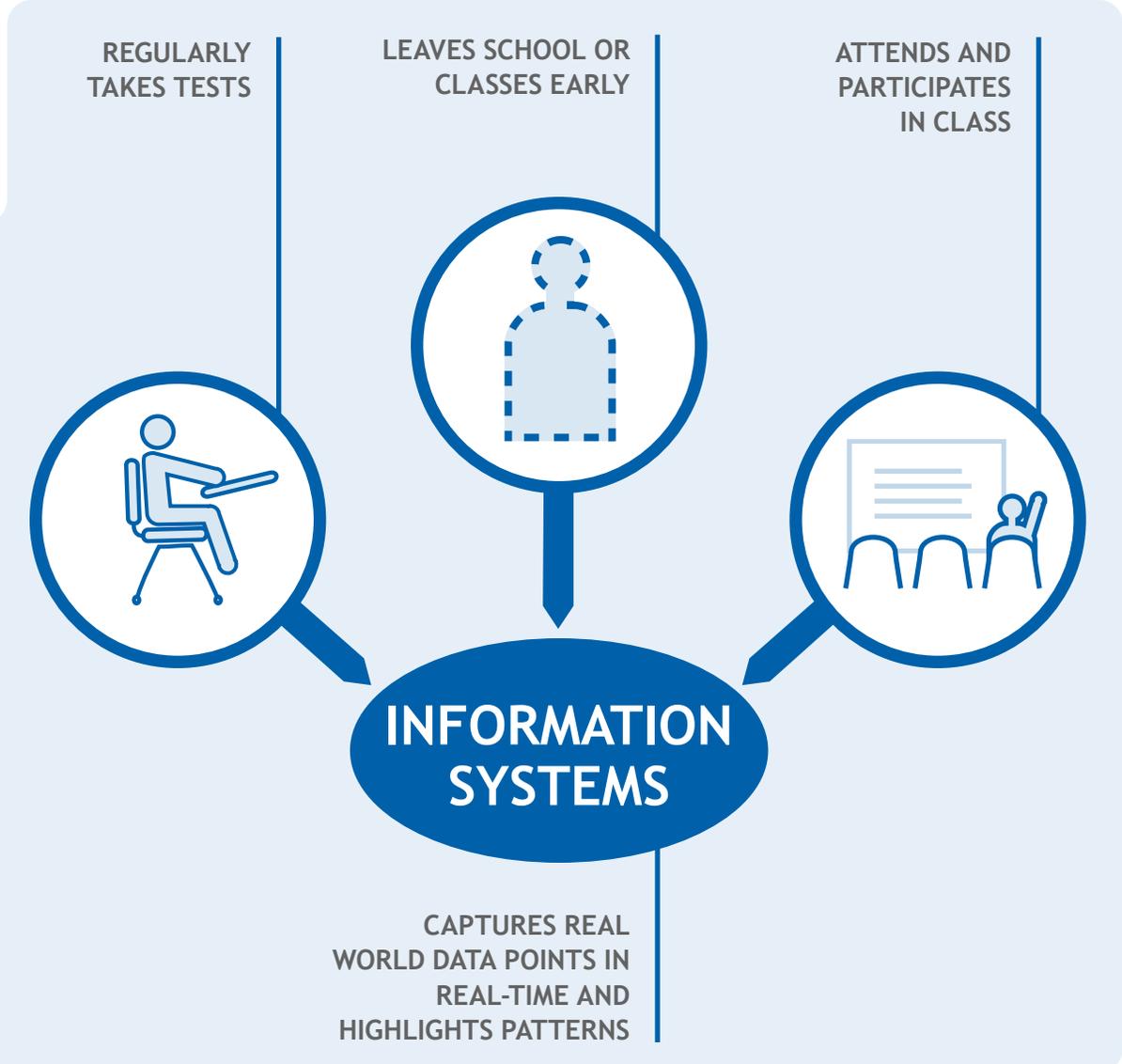
3. METRICS AND INDICATORS

Data points, often from a variety of information systems, are pulled together into metrics that reflect real world events.

Leading indicators are designed to flag emerging issues before they become serious.

MATH TAKS SCORES HAVE DECLINED NEARLY TO FAILING IN THREE YEARS

HAS MISSED SIX OF 30 MATH CLASSES OVER THE PAST SIX WEEKS

FAILING ALGEBRA I BENCHMARKS

LAST YEAR RECEIVED A GRADE OF D IN PRE-ALGEBRA

REPORT
C+
B-
D

Tyson needs early intervention in math.
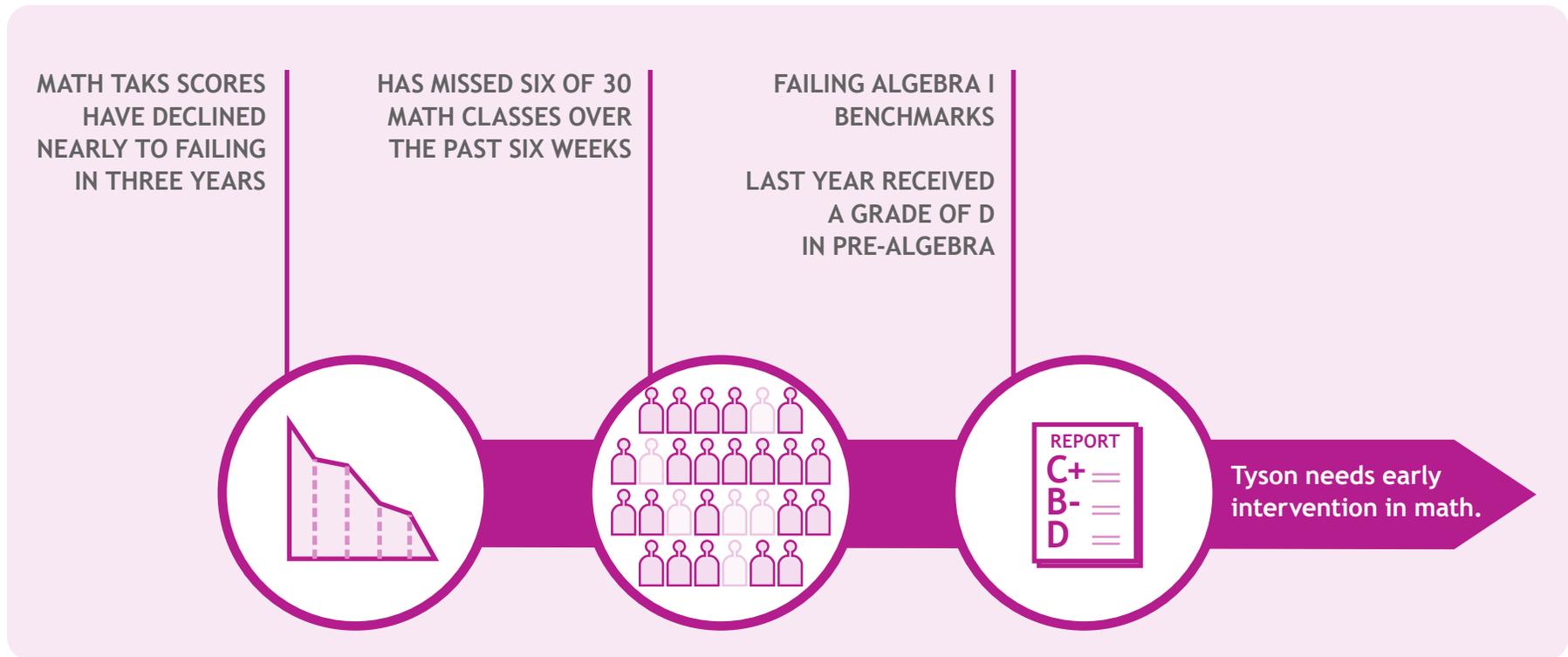
4. HUMAN ACTION AND INTERVENTION

Teachers and principals have appropriate resources, training, and time during the school of day to review information on their students on a regular basis

Teachers and principals have access to effective interventions grounded in research.

A teacher or a counselor sees the flags raised by Tyson's profile and blocks out time to work with him to bring up his math scores. The system allows the teacher to capture the interventions selected and keep track of whether intervention is working.