

**Toolkit for Implementing Recommendations from
Advancing the “Colorado Graduates” Agenda:
Understanding the Dropout Problem and
Mobilizing to Meet the Graduation Challenge**

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Toolkit for Implementing Recommendations from Advancing the “Colorado Graduates” Agenda

This toolkit provides resources for implementing the recommendations in the companion report, *Advancing the “Colorado Graduates” Agenda: Understanding the Dropout Problem and Mobilizing to Meet the Graduation Challenge*. It includes adaptations of tools from *Graduation Nation*,¹ the resource co-authored by Robert Balfanz and commissioned by America’s Promise as a guidebook for communities that seek to improve their high school graduation and college readiness rates. The recommendations in *Advancing the “Colorado Graduates” Agenda* involved a three-pronged response plan for middle and high schools, with leadership from the district superintendent and school board and supportive guidance from central office administrators. This ABC response plan calls for district and school leaders to:

- Analyze the strengths and weaknesses of existing district and school level policies and practices related to attendance, behavior, and course grading at the middle and high school levels and to credit recovery opportunities for students who are behind in credits and/or have already dropped out. This would also include analysis of district capacity to recover the large percentage of students who are failing to finish high school.
- Build consensus among school leaders and faculties on the need for research-based practices (e.g., teacher teaming, project learning, different types of grading systems, opportunities to make up missed work) that will help to prevent dropout outcomes by reducing absences, suspensions, and course failures and providing recovery opportunities for students before they drop out.
- Create integrated whole school reforms and school level student support structures that will assure appropriate, timely interventions to keep all students on track to on-time graduation. These support structures will require district-supported, user-friendly, real-time data systems that will allow schools to implement early warning systems and tiered interventions for struggling students (together with comprehensive reform that assures high quality, engaging instruction in every classroom, every day).

We elaborate on each of these steps in the following pages.

¹ Available on www.every1graduates.org. For this toolkit in WORD, contact mmaciver@csos.jhu.edu.

Analysis of Existing Policies and Practices

While the community and school district may have implemented a variety of programs and initiatives to address the challenge of students leaving high school without a diploma, it is likely that there has not yet been a systematic assessment of policies and practices related in some way to this issue. Such an analysis is a key foundation for data-driven decision-making at the district level, and involves the following components:

- Dropout Prevention and Intervention Policy Audit
- Classroom Experience Audit
- Dropout Prevention and Intervention Program Audit
- Resource Audit

Dropout Prevention and Intervention Policy Audit

Policies provide a foundation for much – but not all -- of what occurs within a school system and schools. A first step is to summarize what policies and practices are now in place at the district and school levels. The framework provided in Figure 1 summarizes some key policy issues related to factors associated with a dropout outcome (e.g., policies on promotion, grading, response to absences and poor behavior, opportunities for credit recovery, etc.).

The next step is to ask the difficult questions: Which of these policies are helping students stay on the graduation path with high expectations for learning; which are supportive of this, perhaps with minor modifications, and which need to be modified in a significant way? And which work against each other or reinforce each other? One further step involves prioritizing up to 10 policies needing change most quickly (1-10). (Framework provided in Figure 2.)

Attendance

Policies and/or practices regarding attendance and responses to absences can significantly influence attendance rates. Key questions to be addressed include:

- Does every absence evoke a response (phone call home, expression that student was missed, etc.)
- If early interventions are not in place, what barriers are preventing this, and how can they be addressed?

- What school and classroom practices could be changed to increase student motivation to attend school?
- What recovery opportunities are available to students to make up for missing school?

Course Failure

Since failing grades appear to be the most important predictor of failure to graduate from high school, we have also included a framework for analyzing current grading practices at the middle and high school levels (Figure 3). The guiding questions, to be explored first with school principals, focus first on the level at which decisions about grading policies are made (district, school, department, or individual teacher). If decisions are made at the department or individual teacher level, surveys of those individuals would be necessary to ascertain current grading policies and practices. These questions address ways in which grading policy offers opportunity for students to recover from poor performance and avoid course failure. The question of how much opportunity should be offered to prevent course failure is an example of some of the divisive, value-laden issues involved in addressing the dropout problem that we consider in the section on building consensus for changes in policy and practice. Figure 4 provides an example of a tool for assessing the extent of disagreement among school personnel over grading policies.

Classroom Experience Audit

Student engagement and motivation are key factors in student persistence to high school graduation. While these are personal characteristics of students themselves, they are greatly influenced by daily experiences in the classroom. It is crucial to evaluate the degree to which students are experiencing relevant and challenging learning situations that engage them actively and elicit high-level academic performance. We recommend a systematic audit of classroom experiences in middle and high schools to determine areas of strength and weakness in addressing the crucial issue of student engagement. This would involve sampling classrooms in each school, conducting classroom observations, and interpreting data collected in such an audit. We recommend a potential framework for such classroom observations from data collection instruments developed by MDRC.²

² A. Estacion, *Conducting Classroom Observations in First Things First Schools*. MDRC Working Paper on Research Methodology. New York: MDRC, 2004. Retrieved December 5, 2008 from <http://www.mdrc.org/publications/390/full.pdf>

Dropout Prevention and Intervention Program Audit

An additional important step is to systematically analyze the dropout prevention and intervention programs currently in place in the district.

- Where, when and in what format does the majority of our current support for struggling students occur or not occur?
 - At what grade levels?
 - At transitions?
 - In in-school-support programs or out-of-school programs?
 - Initiatives sponsored by the schools and by the district, by public agencies, and/or by community based organizations?
 - Is our support primarily for prevention, intervention, or recovery?
 - Is it comprehensive, targeted or intensive?
 - What are its targets and target audiences?

- Is the support targeted to the needs?
- Are the programs effective?
- Are the programs cost-effective?

It is helpful to do both an overview analysis of all programs, and then individual profiles for each program. Figures 5 and 6 at the end of this section provide a structure for this analytical exercise.

Resource Audit

What district and community resources are devoted to students at risk of dropping out and the schools in which they are concentrated? Resources can be divided into those provided by school system personnel and those provided by other community members. Charts in Figures 7 provide some structured ways of assessing these resources and their distribution among district students. The goal of the analysis is to determine to what extent resources are already allocated to struggling students, how it might be possible to redistribute existing resources to meet unmet needs of struggling students, and what additional resources will be needed to address the needs of potential dropouts.

Building Consensus on Goals and Strategies

The process of establishing goals and strategies for dropout prevention and recovery will necessarily involve a period of consensus-building among school personnel and community stakeholders. While few if any would question the value of dropout prevention and recovery in general as an overarching goal for a school district, there is likely to be much division over specific strategies. Certain realities that are generally kept under the surface must be confronted head-on. Underlying values and attitudes among some school personnel and community stakeholders may cause resistance to certain strategies designed to prevent dropout outcomes. For example, in a time of scarce resources there may be opposition to using resources for personalized outreach to absent students or students at risk of failing a course. There may also be considerable disagreement over such ideas as allowing students to make up work missed during unexcused absences or to have an opportunity to retake tests on which they received an "F." The process of setting specific goals and strategies around dropout prevention and recovery will therefore necessitate some "town-hall" type meetings as well as numerous discussion sessions with school personnel aimed at providing information and persuasive arguments regarding potential strategies and allowing for extended discussion that will help to address underlying concerns and objections. Such a consensus building process could be led by a district-level team, with school level teams of individuals who already have a deep concern about the issue. The process needs to unfold over a substantial period of time, combining fact-finding and continuing dialogue as implementation begins. The Dropout Prevention toolkit (companion document to this report) includes several tools and frameworks for this process.

Creating integrated whole school reforms and student support structures

Emerging themes in education research echo the public health focus on a three stage (primary, secondary, and tertiary) pyramid prevention model. The primary base or foundation of such a prevention model involves district- and school-wide (universal) reforms aimed at providing quality instruction that promotes engaged learning and successful high school completion ready for college and/or career. In addition, the primary foundation includes a whole school approach to encouraging regular attendance and other positive behaviors (similar to the Positive Behavioral Interventions and Supports or PBIS framework). These primary prevention strategies often succeed alone with a large majority (two-thirds to three-quarters) of students. At the secondary level of the prevention model are targeted efforts for smaller groups of

students who need additional supports beyond the school-wide reforms to address attendance, behavior, or academic struggles. The tertiary level of such a prevention model involves intensive intervention efforts (often at the one on one level, involving specialists in social work, mental health, etc.) for the 5 to 10% of students who need more clinical types of supports. This model can be depicted graphically as:

Three-Tiered Prevention Model for Schools



Implementing an Early Warning System with Tiered Interventions

How can middle and high schools be organized to provide supports across multiple domains (attendance, behavior, and course performance) to all students who need them? Our recommendation, based on work piloted in Philadelphia and expanding to several additional districts, is a teacher-friendly early warning system (at both the middle school and ninth grade levels) that alerts teachers and administrators as soon as students begin to demonstrate behaviors which, if left unattended, will begin to push them off the path to graduation. This early warning system is linked to a tiered response system that combines both prevention and intervention strategies and steadily increases the intensity of supports until the student is back on the right path.

The key components of this early warning system are:

1. Provision of regularly updated warning indicator data (from routinely collected student data) on each student to teachers and administrators;

2. Regular (bi-weekly) meetings of school personnel teams to discuss students with warning indicators, plan interventions, and follow up on implemented interventions (making changes as indicated);
3. Organization of a “second team of adults” (including community service interns and volunteers as well as social services professionals) to assist in delivery of interventions for students showing warning indicators.

Provision of Data

Classroom teachers receive a report (generated from data collected at the school level) summarizing information for all their students (prior year attendance, student’s attendance so far this year, the number of negative behavior comments regarding the student on the prior quarter’s report card, math grades for the prior two quarters, literacy grades for the prior two quarters, as well as the most recently available information on student’s reading level and math and reading proficiency scores. This information is designed to highlight students who are already beginning to fall off the graduation path so that supports may be offered. (An example is provided in Figure 8.) Administrators also keep abreast of the data, offering encouragement and support to teachers in interpreting and using the data.

Regular Meetings

Grade Group Teams have an Early Warning Indicator (EWI)/Tiered Response Meeting every two weeks. The team members are asked to come to the meeting ready to discuss students who are showing EWIs especially those students who have become moderate or severe concerns of the team during the last two weeks. This discussion is led by the EWI facilitator(s) for the school who takes notes on each student discussed using a spreadsheet and a code directory (see examples in Figures 9 and 10). The facilitator records any targeted or intensive interventions that the team decides are needed. At subsequent meetings the team reviews the status of these students (whether the student has improved, is the same, or worse) and determines whether the interventions chosen seem to be working, need more time to work, or need to be supplemented or changed.

Second Team of Adults

Fundamental to both the success of an early warning system and to making teachers’ and administrators’ jobs more manageable is the recruitment of a second team of adults and near-peer young adults that can help the school provide targeted and intensive supports to students at the needed scale. For example, the high poverty pilot

school in Philadelphia has a City Year national service corps member for each homeroom who assists teachers in providing targeted supports to students as they travel with them throughout the school day and after school. There is also a Communities in Schools (CIS) site coordinator for the school who works along with a school-based social worker to implement community-based integrated student supports after working together to assess the range, scale, and scope of the specialized intensive supports needed by the most needy students identified by the EWI/Intervention Tracking System. (Schools with fewer at risk students would not need as many adults on the second team.) Following the needs assessment, the site coordinator and the school's social worker bring in and monitor the organizations and individuals required to provide the identified supports, make social service referrals, complete home visits, coordinate small group and individualized counseling sessions, develop peer support groups, and organize whole school interventions (such as health screenings, career and college fairs, and motivational events) as indicated by the tracking system.

This early warning and intervention system may sound like a tall order. But our experience with a large, high poverty middle school in Philadelphia has shown that it is not only possible to implement such a system: it has also already yielded positive results of higher attendance (compared with previous year) in just a few months.

Summary

This toolkit provides examples of tools that can be used in an ABC process of:

- Analysis of current policies and practices that influence dropout outcomes (primarily those focused on attendance, behavior, and course performance);
- Building consensus regarding changes in practice needed for improved student outcomes; and
- Creating integrated whole school reforms and school level student support structures that will keep all students on track to on-time graduation.

The toolkit is meant to help districts and schools begin this process. Other tools will undoubtedly be necessary as the process unfolds. Additional resources can be found in Graduation Nation and on the following websites:

Addressing Chronic Absence in Schools, www.chronicabsence.net
Alliance for Excellent Education, www.all4ed.org
America's Promise Alliance, www.americaspromise.org
Everyone Graduates Center, www.every1graduates.org.
High School Reform Strategy Toolkit, www.highschooltoolkit.com
National Dropout Prevention Center, www.dropoutprevention.org
National High School Center, www.betterhighschools.org
Positive Behavioral Interventions & Supports, www.pbis.org
RTI Action Network, www.rtinetwork.org

Figure 1. Policy Audit

Policies provide a foundation for much – but not all -- of what occurs within a school system and schools. The following chart offers a framework for examining the actual policies under which schools in the district operate. Additional relevant categories should be added if they are omitted below.

<i>Policy</i>	<i>The policy under which schools in our community operate – specific conditions</i>
Standards for promotion, 7-8	
Standards for promotion, 9-12	
School level responses to failing report card grades (7-8)	
School level responses to failing report card grades (9-12)	
School level responses to absenteeism (at various levels) (7-8)	
School level responses to absenteeism (at various levels) (9-12)	
School level responses to tardiness (at various levels) (7-8)	
School level responses to tardiness(at various levels) (9-12)	
School level responses to behavior problems (at various levels) (7-8)	
School level responses to behavior problems (at various levels) (9-12)	
Relationship of attendance, tardiness and behavior marks to students' grades (7-8)	
Relationship of attendance, tardiness and behavior marks to students' grades (9-12)	
Conditions for in-school suspensions	
Sanctions associated with in-school suspensions	
Conditions for out-of school suspensions	
Sanctions associated with out-of-school suspensions	
School level support offered for "off track" students (behind in credits earned because of course failures)	
Conditions for assignment to or choice of alternative schooling	
Conditions for assignment to the juvenile justice system	
Age of eligibility for GED programs relative to legal age for school-leaving	
Opportunities available for high school credit recovery (including time & costs)	

Figure 2. Policy Evaluation

<i>Policy</i>	<i>Help Students Stay on the Graduation Path with High Expectations for Learning; Provide Support to This Effort</i>			<i>Top Ten Priorities for Change</i>
	<i>Good As Is</i>	<i>Minor Modifications needed</i>	<i>Significant Modifications Needed</i>	
Standards for promotion, 7-8				
Standards for promotion, 9-12				
School level responses to failing report card grades (7-8)				
School level responses to failing report card grades (9-12)				
School level responses to absenteeism (at various levels) (7-8)				
School level responses to absenteeism (at various levels) (9-12)				
School level responses to tardiness (at various levels) (7-8)				
School level responses to tardiness(at various levels) (9-12)				
School level responses to behavior problems (at various levels) (7-8)				
School level responses to behavior problems (at various levels) (9-12)				
Relationship of attendance, tardiness & behavior marks to students' grades (7-8)				
Relationship of attendance, tardiness & behavior marks to students' grades (9-12)				

Conditions for in-school suspensions				
Sanctions associated with in-school suspensions				
Conditions for out-of-school suspensions				
Sanctions associated with out-of-school suspensions				
School level support offered for "off track" students (behind in credits earned because of course failures)				
Conditions for assignment to or choice of alternative schooling				
Conditions for assignment to the juvenile justice system				
Age of eligibility for GED programs relative to legal age for school-leaving				
Opportunities available for high school credit recovery (including time involved, costs to students/families)				

Figure 3. Grading Policy Guiding Questions

(To be completed by school principals)

To what extent do these occur, and at what level are the following grading policy decisions made in the district?

	<i>District</i>	<i>School</i>	<i>Department</i>	<i>Individual Teacher</i>
Do attendance, tardiness and behavior formally influence grades? Always Usually Sometimes Never				
Does the grading system reward improvement over time? Always Usually Sometimes Never				
Are students who fail quizzes/tests allowed to make second and third attempts until the work is of passing quality? Always Usually Sometimes Never				
Are students who do not complete assignments well expected to make second and third attempts until the work is of satisfactory quality? Always Usually Sometimes Never				
Do non-completed assignments or tests receive a grade of 0? Always Usually Sometimes Never				
Are scores of 0 averaged in to calculate final semester grade? Always Usually Sometimes Never				
Are teacher-student conferences held at first indication of patterns of failure? Always Usually Sometimes Never				
Are parents notified of failing grades prior to report card? Always Usually Sometimes Never				
Is extra help offered to student to achieve passing mastery of course material? Always Usually Sometimes Never				
Does intervention occur to encourage students to obtain extra help? Always Usually Sometimes Never				
Is it left entirely to students' initiative to seek extra help? Always Usually Sometimes Never				

Figure 4. Assessing Degree of Opposition to Potential Grading Policy Changes

What level of opposition is likely from high school teachers should certain policies be implemented?

	<i>Extensive opposition (more than 75%)</i>	<i>Considerable Opposition (35% to 75%)</i>	<i>Some opposition (10% to 35%)</i>	<i>Virtually no opposition (Below 10%)</i>
Course grades must be determined based on course performance, without being influenced formally by attendance, tardiness and behavior (which are measured and reported separately from course grades).				
The grading system should reward improvement over time. (For instance, a student who does D and F work for the first several weeks, but then pulls him/herself up to a C/B, should be able to pass the course).				
Students who fail quizzes/tests should be allowed to make second and third attempts until the work is of passing quality.				
Students who do not complete assignments well should be allowed to make second and third attempts until the work is of satisfactory quality.				
Failing scores should be converted to scores of 50 for the purpose of averaging scores for final grades.				
Teacher-student conferences should be held at first indication of patterns of failure.				
Parents should be notified of failing grades as soon as possible.				
Regular extra help should be offered to students to achieve passing mastery of course material.				

Figure 5. Program Interventions Currently Used to Address the Challenges for Students at Risk of Eventually Not Graduating

Target Audiences	Program Name (s)	In School Support	Out of School Support
Youth: Kindergarten and younger			
Youth: Transition to elementary school			
Youth: Elementary school			
Youth: Transition to middle grades			
Youth: Middle grades			
Youth: Transition to high school			
Youth: High School			
Youth: High School students with potential to “fall off the graduation path”			
Youth: This year’s potential dropouts			
Adults: Parents, Grandparents and Guardians			
Adults: Other Community Adults			

Transitional Supports

	PreK-2	ES to MS	MS to HS	HS to College
What are the specific needs of students making this particular transition?				
What are the initiatives currently offered to assist students in navigating these transitions?				
What additional organizational or structural initiatives are needed to assist students in navigating these transitions (e.g., orientations, familiarization with new environments, etc.)				
What additional academic initiatives are needed to support students in navigating these transitions (e.g., skill building in reading, writing, math, etc.)?				
What additional social and personal supports are needed to assist students in navigating these transitions?				

What are the primary target audiences for dropout prevention programs, and are they given primarily in-school or out-of-school support?

Are there important target audiences who are not served, or served only minimally?

Figure 6. Dropout Prevention/Recovery Individual Program Profile

Individual Program Profile – Analyzing previous year programs (200Y-0Z)								
Program Name:								
Target Audience: (School level, transition level, etc)								
Type of program	Write the program descriptor in this column							
In-school (school day)								
Out-of-school (after-school, Saturday, summer)								
Nature: Course (s), program, or other intervention								
Purpose: Prevention, Intervention or Recovery								
Thematic Area: Attendance, Behavior, Academic Skills (math); Academic Skills (literacy); Effort, Motivation and Engagement								
Type of potential dropout: Life event, Push Out, Fade Out, Academic Failure, or Combination of Fade Out and Academic Failure								
Duration: Year, semester, quarter, weeks, etc.								
Number of students served per time period								
Number of contact hours per week, per student								
Grade level (or student status) of students served	9	9R	9R2	9R3	10	10R	11	12
Total number of contact hours per student, by grade level or student status								
Total number of student contact hours for this initiative								
Emphasis: Comprehensive, targeted or intensive								
How many years has this effort been underway?								
Source of funding: District education budget; federal/state education funds; federal/state/community health, welfare, justice funds; non-profit organization; other sources (identify)								
Sector of adults delivering services: Education, juvenile justice, health, welfare, other (parent, community)								
Number and FTE of adults delivering services								
<ul style="list-style-type: none"> School personnel on school contracts: teachers, counselors, social workers, etc. 								
<ul style="list-style-type: none"> School personnel on supplementary contracts 								
<ul style="list-style-type: none"> Community agency personnel on agency contracts 								
<ul style="list-style-type: none"> Community volunteers (mentors, tutors, etc.) 								
Number/FTE of adults required for program coordination								
<ul style="list-style-type: none"> Regular school personnel 								
<ul style="list-style-type: none"> School personnel on supplementary contracts 								
<ul style="list-style-type: none"> Community agency personnel (agency contracts) 								
<ul style="list-style-type: none"> Community volunteers (mentors, tutors, etc) 								

Figure 7. Frameworks for Conducting Resource Audit

Number of FTE devoted to offering the following, by how many teachers

Grade level	In-school support and acceleration courses		Out of School support and acceleration courses		In-school Tutoring		After-school tutoring	
	Strugglers	Advanced	Strugglers	Advanced	Strugglers	Advanced	Strugglers	Advanced
9								
10								
11								
12								

Are the struggling students, particularly those in danger of dropping out, receiving an amount of support time from teachers appropriate to their needs?

Another way to examine the question of in-school resource allocation is to ask: What is the average class size for courses which enroll struggling students, those which enroll grade-level students, and those which enroll advanced students?

Percentage of classes in each category enrolling fewer than 20 students per section

	In-school support and acceleration courses (advanced includes AP and IB)					
	Grade 9	Grade 9R	Grade 10	Grade 10R	Grade 11	Grade 12
Reading comprehension						
Mathematics acceleration						
Freshman skills						
Grade-level math						
Grade-level English						
Grade-level social studies						
Grade-level science						
Career Technical						
Advanced Placement						
International Baccalaureate						

Viewed from the average struggling student's perspective

	ninth	9R	10th	11th	12 th
How many hours a week of extra help do such students receive in class (in school)?					
How many hours a week of extra help do such students receive out of class (but in school)?					
How many hours a week of extra help do such students receive out of school?					
Total?					
How much additional quality time with skilled adults would be helpful?					
How many additional hours per student are needed?					

Number of hours devoted to offering the following, by how many community members and parents

Grade level	In-school mentoring		Out of School mentoring		In-school Tutoring		Out of -school tutoring	
	Strugglers	Advanced	Strugglers	Advanced	Strugglers	Advanced	Strugglers	Advanced
9								
10								
11								
12								

Adult Advocates Interacting with Students During and Outside of the School Day

	ninth graders	10 th graders	11 th graders	12 th graders	Total students served	Total hours provided
Mentor or tutor students during the school day, 1 hour or more per week						
Mentor or tutor students during the school day, 1 hour or more, bi- monthly						
Mentor or tutor students during the school day, 1 hour or more, monthly						
Mentor or tutor students after school, 1 hour or more per week						
Mentor or tutor students after the school day, 1 hour or more, bi- monthly						
Mentor or tutor students after the school day, 1 hour or more, monthly						
Present to students on career days						
Supervise students on internships						

Adult Advocates Interacting with Students During and Outside of the School Day – Who Are the Students Presently Served?

	A students	B students	C students	D students	F students	Total students
Adults counsel, mentor or tutor students during the school day, 1 hour or more per week						
Adults counsel, mentor or tutor students during the school day, 1 hour or more, bi- monthly						
Adults counsel, mentor or tutor students during the school day, 1 hour or more, monthly						
Adults counsel, mentor or tutor students after school, 1 hour or more per week						
Adults counsel, mentor or tutor students after the school day, 1 hour or more, bi- monthly						
Adults counsel, mentor or tutor students after the school day, 1 hour or more, monthly						
Adults present to students on career days						
Adults supervise students on internships						

What's the Gap Between the Need for Adult Advocates and Mentors and the Services Currently Provided?

	A students	B students	C students	D students	F students	Total students
How many hours do students receive adult advocacy services?						
How many hours of adult advocacy services are needed?						
What's the gap?						

What are the sources of current adult advocates and mentors?

Where can additional adult advocates and mentors be located?

Figure 8. Sample EWI Data Sheet Provided to Classroom Teachers

Sample Class
Feltonville School of Arts and Sciences

Student Name	2007-2008: Days Absent	2008-2009: Days Absent	Negative Behavior Comments	Math Grade 3/1/2008	Math Grade 6/1/2008	Literacy Grade 3/1/2008	Literacy Grade 6/1/2008	Reading Level 6/1/08	PSSA 2008 Math	PSSA 2008 Reading
Student A	53	0	10	D	D	F	F	5	Proficient	Basic
Student B	36	2	7	B	D	D	D	6	Basic	Basic
Student C	14	0	1	C	B	C	C	6.5	Basic	Proficient
Student D	5	1	6	C	B	D	C	7	Basic	Basic
Student E	18	0	7	C	C	D	F	5.5	Below Basic	Below Basic
Student F	29	2	1	D	C	D	D	6	Below Basic	Below Basic
Student G	6	0	8	D	D	F	D	5.5	Below Basic	Below Basic
Student H	46	2	3	B	B	D	F	5.5	Below Basic	Below Basic
Student I	41	0	4	D	C	D	D	3.5	Below Basic	Below Basic
Student J	17	0	1	B	B	C	D	2	Below Basic	Below Basic
Student K	61	4	7	C	F	D	C	7	Below Basic	Basic
Student L	24	0	10	F	F	C	D	6.5	Below Basic	Basic
Student M	18	0	2	B	D	D	C	3.5	Below Basic	Below Basic
Student N	3	0	6	B	B	B	C	7	Basic	Basic
Student O	2	1	5	C	D	D	D	5.5	Basic	Basic
Student P	15	1	4	D	D	F	D	5.5	Basic	Below Basic
Student Q	15	1	10	C	D	D	D	6.5	Below Basic	Below Basic
Student R	6	0	1	D	D	D	D	3	Below Basic	Below Basic
Student S	16	1	4	D	D	D	D	5	Below Basic	Below Basic
Student T	15	0	7	C	F	D	D	6	Below Basic	Basic
Student U	18	0	6	C	D	D	D	6.5	Below Basic	Below Basic
Student V	23	0	7	C	F	C	F	6	Below Basic	Below Basic
Student X	16	0	6	C	F	D	D	6.5	Basic	Basic
Student Y	18	1	3	B	C	D	D	6.5	Basic	Basic
Student Z	4	0	7	C	C	D	D	6.5	Proficient	Below Basic
Student AA	42	2	1	D	C	D	D	5.5	Below Basic	Below Basic
Student AB	13	0	2	D	D	D	C	4	Below Basic	Below Basic
Student AC	8	0	2	D	D	D	D	2	Below Basic	Below Basic
Student AD	22	1	8	C	F	D	D	6	Below Basic	Below Basic
Student AE	50	1	0	D	D	C	C	4.5	Below Basic	Below Basic
Student AF	18	0	6	C	C	F	D	5	Below Basic	Below Basic
Student AG	1	0	3	NG	D	NG	D	6	Below Basic	Basic

Figure 9. Sample Intervention Summary Recording Sheet for Grade Level Teams

Date	October 7, 2008				
Grade Level	6th				
Grade Group Team Members	K S	M. D	K C	E. Y	E T
Meeting Facilitator	B. W	M. P		T B	
	A. M	, L. H			

Student	Presenting EWI from 6/08		EWI Today		Level of Concern	Student Strengths	(Tier)-Responder = Intervention	Status	CSAP Tier	Notes	(Tier)-Responder = New Intervention
	Code	Notes	Code	Notes							
Student A	B	3 neg comm in M	BML	F on 2 math quizzes	2	PA	(T)-MT-SGI				
		BRL -3.5				C					
		D in Math				T					
Student B	A	78% attendance	AB	Absent 5 days	3	C	(t)hrt & cy=ch				
							(t)hrt & cy=gbn				
							(t)hrt & cy=p/s/t c				
							(t)cy=ri				
Student C	Ac	F in M & L	DPA	Literacy	3	AS+	(t)cy=hs				
	B	6 neg comm 3&3	N/H			AC+					
			NP			KBL					
Student D	A	79% attendance	LS	Behavior	3	FR	(t)hrt & cy=ch				
		BRL -3.5	CO				(t)hrt & cy =p/s/t c				
		D in M & L	AC				(t)cy =dc				
							(t) cy =ri				
Student E	B	12 neg comm 8&4	LS			WG					
	Ac	F in M	DA								
		BRL - 3.5	AC								
			CO								
			LS								
New Student											

Figure 10. Sample Intervention Code Sheet for Grade Level Teams

CODE DIRECTORY						
Presenting EWI	EWI Today	Level of Concern	Responder	Intervention-Service	Student Strengths	
A Attendance	ATTENDANCE - A Absent two or more days betw grade group meetings	1 Mild	ADMIN Administrator	IN Investigate deeply	AC+ Attends class on time	
		2 Moderate	C Counselor	O Other	AS+ 95% attend.	
B Behavior	LATE Late two or more days betw grade group meetings	3 Severe	C & E Consultation & Evaluation	ATTENDANCE/LATENESS	C Cooperative	
Ac Academics	BEHAVIOR - B Annoys classmate(s)	Intervention- Tier		CH Call home	DH Does homework	
		W Wholeschool/ Classroom	CD CADE	DC Daily check-in	FR Friendly	
	CO Calls out	T Targeted	CIS Communities in Schools	GBN Greet by name	KBL Knows Basic Lit.	
	DA Disrespectful to adult	I Intensive	CRL Com Rel. Liaison	P/S/T C Contract	KBM Knows Basic Math	
	DP Defaces property	Status	CY City Year	R/CM Referral/case managemt	O Other	
	F Involved in fight	1 Improved	ELL Teacher	RI Rewards/incentives	O+ On time to class	
	LS Leaves seat/classroom	2 Same	ESRT Empow Sch Resp Team	BEHAVIOR	PA Poss. Attitude	
	MAC Makes inappropriate comments	3 Worse	HRT Homeroom Teacher	Start w/ Above Interventions	SA Strong Art skills	
	RH/S Roams hallways/stairwells		JHU JHU Content Advisors	CCUE Clear consequences uniformly enforced	SC Strong Computer	
	U Not in uniform		LS Literacy Specialist	D S De-escalate by adult	SLS Strong Lit skills	
	ACADEMICS - LITERACY/MATH - AC		LT Literacy Teacher	I/R Incentive/Rewards	SM Strong Music skills	
BML Doesn't have basic math facts			MS Math Specialist	IM I-Messages	SMS Strong Math skills	
BRL Below reading level			MT Math Teacher	PCW Pre-class Work	SPE Strong in Phys Ed	
DPA Does not pay attention			N Nurse	PF Positive feedback	SS Strong Science	
LBL Low benchmark in literacy			OCT Other Content Teacher	PR Predictable routines	SSS Strong SS skills	
LBM Low benchmark in math			Par Parent/Caregiver Support	ACADEMICS - L/M	T Tries hard	
LODT Low on other diagnostic assess.			PLCA PLC Academic Dean	AEH Aligned Extra Help	WG Well groomed	
M/IH No/incomplete homework			PLCD PLC Discipline Dean	ASA After-school Activity	WH Good work habits	
NGC Does not grasp concept[s]			PM Peer Mediation	DI Differentiate Instruction		
NP Not prepared for classwork			PO Parent Ombudsman	GR Guided Reading		
RDA Refuses to do assignments			RDGS Reading Specialist	HS Homework Support		
			SA Student Advisor	MM Math manipulatives		
			SET Special Ed Teacher	SGI Small group instruction in math		