

DOINGWHATWORKS



SAMPLE MATERIAL

Communities in Schools Progress Tracking

Jefferson Davis High School, Texas

Topic: Dropout Prevention

Practice: Academic Supports

Working with Jefferson Davis High School, Communities in Schools (CIS) is a student support program focused on dropout prevention and recovery through minimization of barriers to graduation. Program staff use this form, which is completed by teachers, to track individual student progress in relation to barriers such as low academic performance, poor attendance, behavior problems, and a wide range of socio-emotional issues. Students participating in the CIS program receive one-on-one attention from staff dedicated to making sure they stay in school and graduate. A CIS Crisis Team made up of counselors and case managers helps students overcome more extreme barriers such as homelessness, domestic abuse, depression, and health issues, including teen pregnancy.

Teachers and academic support program leaders can use this chart as a model to design progress trackers in their own dropout prevention efforts. To learn more about Communities in Schools and the other support programs at Davis High, view the multimedia piece *Providing Support for Students Most at Risk*.

CIS Progress Tracking 2010-2011

revised 9/9/10

Houston ISD 6-week grading cycle (6 Report Cards) - some middle and high schools

Campus Name and Code: _____

Date Assessed: _____

Grades up to assessment date must be listed below

Student Name: _____

Student SS#: _____

Please indicate Student Progress for all Assessed Issues below as of the Assessment Date (if less than 3 weeks have passed put NC)

	Assessed?		Barriers to Success	1st Prog if applicable	Report Card Cycle Dates - Not Issue Dates					
	Y	N			10/1/2010	11/5/2010	12/17/2010	2/18/2011	4/8/2011	6/2/2011
Acad.	Y	N	Grades (70s or below; D or below)							
	Y	N	TAKS (Previously Failed TAKS)							
Acad. Supp.	Y	N	Academic Support							
	Y	N	Classroom Participation							
	Y	N	Homework Completion							
	Y	N	Language/ ESL/LEP							
Att.	Y	N	Excessive Unexcused Absences							
	Y	N	Excessive Tardies							
Behavior	Y	N	Classroom Conduct							
	Y	N	Delinquent Conduct							
	Y	N	Emotional Crisis							
	Y	N	Mental Health							
	Y	N	Family Conflict							
	Y	N	Social Skills/ Self Esteem							
	Y	N	In Need of Anti-Gang Education							
	Y	N	In Need of Substance Abuse Education							
Social Services	Y	N	In Need of Anti-Violence Education							
	Y	N	Basic Needs - food, etc.							
	Y	N	Career Development/Employment							
	Y	N	College Readiness							
	Y	N	Day Care							
	Y	N	Grief/Death							
	Y	N	Health (includes Pregnancy)							
	Y	N	Housing							
Y	N	Life Skills								

Student Progress Improvement Ratings
SIW = Significantly Worse; SOW = Somewhat Worse; NC = No Change; SOB = Somewhat Better; SIB = Significantly Better
 Academics: SIW = (-10) points or more; SOW = (-5 to -9) points; NC = (-4 to +4) points; SOB = (+5 to +9) points; SIB = (+10) points or more. A=95; B=85; C=75; D=70; F=60
 Behavior: UPSE Scoring SIW = 2 grades down; SOW = 1 grade down; NC = no change; SOB = 1 grade up; SIB = 2 grades up. Letter/Number Scoring use Academic scale
 Attendance: **ADA** SIW = (+6) or more; SOW = (+3 to +5); NC = (+2 to -2); SOB = (-3 to -5); SIB = (-6) or more. **CORE** Classes SIW = (+12) or more; SOW = (+11 to +6); NC = (+5 to -5); SOB = (-6 to -11); SIB = (-12) or more **Track actual abs not running totals**

TAKS 2010	
R	W
M	ELA
Sci	SS

TAKS 2011	
R	W
M	ELA
Sci	SS

Legend: P=Passed; F=Failed; E=Exempt; NT=Not Taken (missed the test); NA=Not Applicable to student

Please record all student report card grades in the boxes to the right.	Student Grades	1st Prog if applicable	Report Card Cycles						Final Grade	Pass/Fail
			10/1/2010	11/5/2010	12/17/2010	2/18/2011	4/8/2011	6/2/2011		
	Unexcused Absences - ADA or CORE									
	Tardies (class): _____									
	Behavior (class): _____									
	English/LA									
	Math									
	Science									
	History/Social Studies									
	GPA - if applicable									

Please note observations, interventions and goals after each grading cycle.	Report Card Period	Observations, Interventions, Goals
	10/1/2010	
	11/5/2010	
	12/17/2010	
	2/18/2011	
	4/8/2011	
6/2/2011		