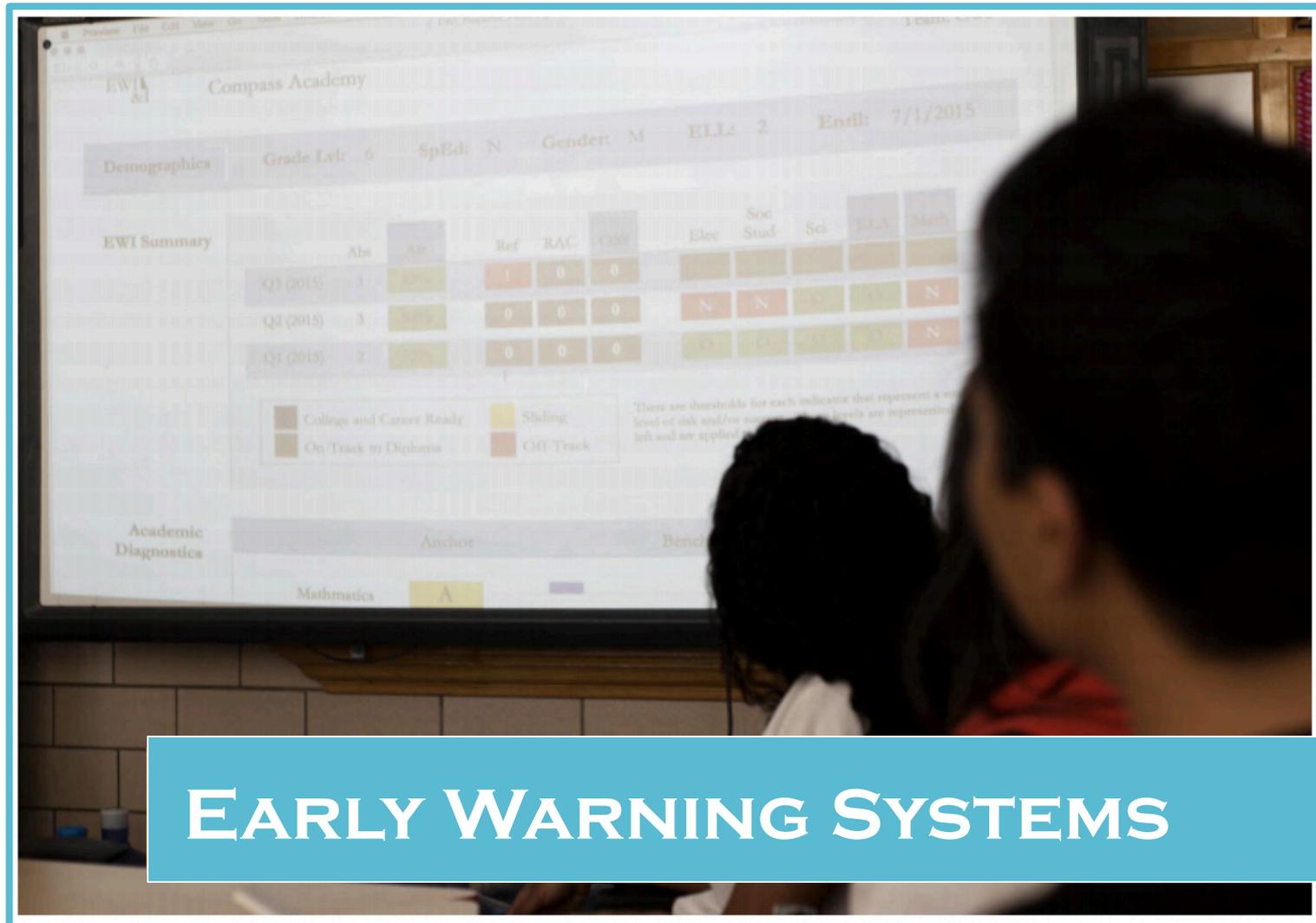




COMPASS ACADEMY

Where Learners & Leaders Grow



EARLY WARNING SYSTEMS

EARLY WARNING SYSTEMS

Keeping all students on-track for high school and postsecondary success

EARLY WARNING SYSTEMS, BASED UPON LONGITUDINAL RESEARCH BY DR. BOB BALFANZ AND TEAM AT JOHNS HOPKINS UNIVERSITY, PROVIDES A SYSTEM THROUGH WHICH SCHOOL ADMINISTRATORS AND STAFF CAN COLLECT, DISSEMINATE, ANALYZE, AND RESPOND TO STUDENT DATA IN REGULAR, ITERATIVE CYCLES, IN AN ATTEMPT TO REACH THE RIGHT STUDENT(S) AT THE RIGHT TIME WITH THE RIGHT INTERVENTION.

75%

OF HIGH SCHOOL DROPOUTS CAN BE IDENTIFIED BETWEEN GRADES 6 & 9

SIXTH GRADERS WITH **1 OR MORE** KEY INDICATORS

HAVE ONLY A 10 - 20 PERCENT CHANCE OF GRADUATING FROM HIGH SCHOOL IN FIVE YEARS

KEY INDICATORS

A	B	C
ATTENDANCE	BEHAVIOR	COURSE PERFORMANCE
LESS THAN 90 PERCENT ATTENDANCE	"UNSATISFACTORY" BEHAVIOR MARK OR SUSPENSION	FAILING A CORE COURSE

RIGHT STUDENT, SUPPORT & TIMING

LEVELS OF SUPPORT:



WHOLE SCHOOL



TARGETED GROUPS



INTENSIVE ONE-ON-ONE INTERVENTION

EARLY WARNING INTERVENTION: HOW IT WORKS

Identify

•The school's Learning Sciences Facilitator (LSF), City Year staff, and teachers track and flag attendance, behavior, course performance, and social-emotional data (both quantitative and qualitative) to identify students who are both on- and off-track. Sub-groups of students are also identified and tracked for performance trends on a regular basis.

Diagnose

•Data from multiple sources are examined (proficiency tests, adaptive assessments, in-class formative assessments and grades, behavior tallies and reports, resiliency/college-readiness/social-emotional data from tri-annual Holistic Student Assessment, and current and previous interventions to build individual-student, subgroup, grade-level, and whole-school data profiles.

Intervene

•The LSF, City Year staff, teachers, and school support staff work together in EWI Meetings to use these data profiles to design initiatives, interventions, and supports for individual students, subgroups of students, and/or whole-school initiatives. A continuous data tracking cycle allows for pairing of intervention data alongside ABC/S-E data to use evidence to assess impact.

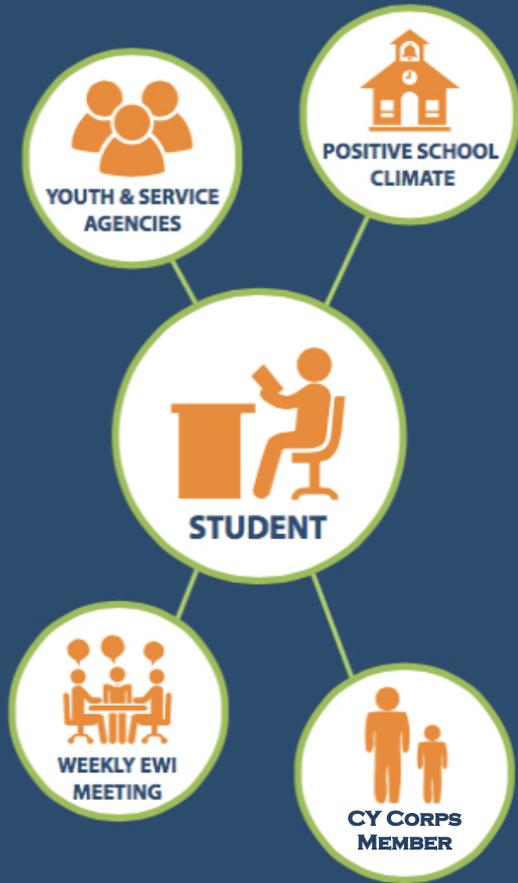
Monitor

•In the spirit of continuous improvement, through the Implementation Review process, the EWI Team revisits the student or group(s) of students, the intervention(s), and the current data and adjusts/continues/extends the current intervention(s) accordingly. This helps ensure that all interventions, from whole-school level to individual-student level, are being implemented as intended and adjustments are being made depending on student or group progress.

Evaluate

•The EWI Team cyclically evaluates interventions at the whole-school, sub-group, and individual-student level, assessing for fidelity of implementation, frequency and dosage of implementation, and interpretation of effectiveness of intervention, based both on observation and anecdotal evidence as well as updated/available data. The goal of this step is to make evidence-based decisions that influence the continuation/alteration of the intervention as well as determine continued/needed resource allocation.

STUDENT-CENTERED:



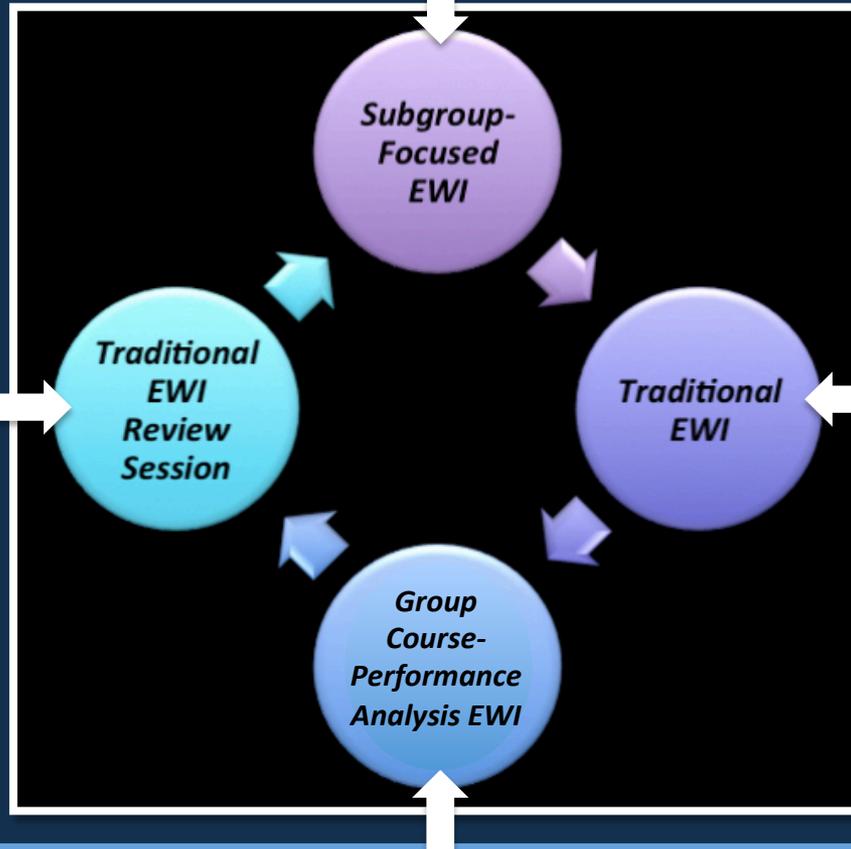
UPCOMING ADVANCEMENTS TO EWI AT COMPASS ACADEMY:

AS CA EXPANDS EACH YEAR, OUR GOAL IS TO CREATE A MICRO-CREDENTIALING SYSTEM IN WHICH WE DEVELOP THE CAPACITY OF OUR TEACHERS TO BE ABLE TO INDEPENDENTLY AND SUCCESSFULLY MAINTAIN EWS THEMSELVES, EITHER AT THE GRADE LEVEL OR THE SCHOOL LEVEL (MIDDLE SCHOOL AND HIGH SCHOOL, FOR EXAMPLE).

EWI-360° MONTHLY CYCLE AT COMPASS ACADEMY

EWI THAT FOCUSES ON THE PERFORMANCE OR PROGRESS OF A PARTICULAR SUB-GROUP OF STUDENTS. THE LSF ALSO MONITORS SUBGROUP PROGRESS THROUGHOUT THE MONTH, AND WHEN NEEDED, BRINGS THE GROUPS THAT ARE NOT MAKING PROGRESS BACK TO THE EWI TEAM TO MODIFY INTERVENTIONS. ALSO FROM THESE SUBGROUP ANALYSES AND DISCUSSIONS, INDIVIDUAL STUDENTS EMERGE FOR WHOM IT IS IMPERATIVE TO DISCUSS FURTHER AND MORE IN-DEPTH AT THE NEXT WEEK'S TRADITIONAL EWI MEETING.

THIS EWI FOCUSES ON THE STUDENTS WHO WERE DISCUSSED AT THE TRADITIONAL EWI 2 WEEKS PRIOR. THE EWI TEAM BRINGS UPDATED DATA, TEACHERS OFTEN BRING WORK SAMPLES, AND AT TIMES, THE STUDENT THEMSELVES IS BROUGHT TO THE MEETING TO DISCUSS PROGRESS. MAIN POINTS OF DISCUSSION INVOLVE FIDELITY/EFFECTIVENESS OF INTERVENTION(S) AND DECISIONS TO CONTINUE, ADJUST, INTENSIFY, OR ELIMINATE INTERVENTIONS ACCORDINGLY.



EWI THAT FOCUSES ON 3-5 INDIVIDUAL STUDENTS. STUDENT DATA PROFILE IS EXAMINED IN DETAIL, ALL ADULTS POOL THEIR KNOWLEDGE OF THAT STUDENT, STUDENT STRENGTHS/GROWTH AREAS ARE DISCUSSED, ROOT CAUSE IS EXAMINED, A CHAMPION FOR THAT STUDENT IS DETERMINED, AND INTERVENTIONS ARE DISCUSSED AND DECIDED UPON. ANY REFERRALS TO WELL-BEING TEAM, SPED DEPARTMENT, OR THE NURSE FOR POSSIBLE MORE IN-DEPTH SCREENINGS OR INTERVENTIONS ARE ALSO DETERMINED AT THIS POINT.

STUDENT GROUPS OF INTEREST AND NEED ARE IDENTIFIED (E.G., STUDENTS WHO WERE STATE-TEST PROFICIENT 2 YEARS AGO BUT DROPPED 1 PERFORMANCE LEVEL LAST YEAR, OR STUDENTS WITH GOOD TEST SCORES BUT LOW STANDARDS-BASED GRADES). TEACHERS AND CY CMs POOL THEIR KNOWLEDGE TO ANSWER 4 KEY QUESTIONS ABOUT THESE STUDENTS TO HELP IDENTIFY ROOT CAUSES: IS THE STUDENT FOCUSED? DO THEY COMPREHEND THE MATERIAL? DO THEY COMPLETE ASSIGNMENTS? ARE THEY UNSUCCESSFUL ON ASSESSMENTS? HYPOTHESES ARE GENERATED AND FINDINGS FROM THE LEARNING SCIENCES AND KNOWLEDGE OF LEARNING DIFFERENCES ARE APPLIED IN THE DEVELOPMENT OF INTERVENTIONS BASED ON THESE HYPOTHESES TO BE TESTED. THE GROUP RETURNS IN 1 MONTH TO EVALUATE AND ADJUST HYPOTHESES/INTERVENTIONS ACCORDINGLY.