Introduction to the Graduation Tracking System (GTS)

Implementation Guide
July, 2011
Outcomes: Six-Step Implementation Process

Step 1
Using the GTS Tool

Step 2
Identifying Team Members

Step 3
Reviewing and Interpreting the Data

Step 4
Aligning Resources

Step 5
Monitoring Interventions

Step 6
Evaluating and Refining the Process
Step 1: Using the GTS Tool and customizing to Meet LEA Identified Needs

- About *InformationNOW*

- Getting Started
What is INFocus?

Access through INNow

1. Login Using Your System/School Login and Password
2. Upon login, you must select a School and Academic Session.
3. Refer to the menu bar located down the left side of the screen.
4. Select REPORTS
5. Open INFOCUS
6. Select SHARED REPORTS
7. Select STI Shared Report
8. Select Graduation Tracking System
9. Go to EDIT to customize
Word Splash

Tiered 1 Interventions

Tier 3 Interventions

Directive (D)

Intervention (I)

Timely (T)

Remediation (R)

Factors

Indicators

Systematic response (SR)

Benchmarks

Tiered 2 Interventions
Immediate Response Model

- A Continuous, Systematic, Timely and Directive Process
Step 2: Identifying the Team

- Roles and Responsibilities
Activity

To work through this part of implementation, with your team members, respond to the following questions:

- Who at the school level will lead, facilitate, and monitor GTS Implementation and serve as contact for ALSDE?
- Who needs to be represented on the school Team and why?
- Who will have access to the GTS reports? How often?
- How will the GTS tool/reports be utilized and managed during the Team meetings?
- How frequently and what specific dates will the Team meet?
Step 3: Reviewing and Interpreting Your Schools GTS Data
Guiding Questions

**Student Level** – Identify a student flagged in the GTS report and analyze the student’s behavior based on the following questions:

- For a student who is flagged for attendance, is there a day or certain time of the day when the student is absent? Are certain classes missed?
- For a student who is flagged for failing grades, what classes did the student fail? In which classes did the student perform well?
- Is the student engaged in school (cross-reference with attendance flag, and other information such as counselor reports, career tech participation, sports, band, etc.)?
- What type of interventions have been prescribed?
- What are the wraparound supports available to students?
Activity: Worksheet 1

- Review Data of Five Students
- Respond to Questions
- Discuss Findings
Guiding Questions

**School Level** – Identify school and district level patterns.

- What are the most prevalent indicators or symptoms among the students who are identified as off track for graduation?
- Are there patterns among the students who are flagged for any indicator's of risk?
- How might school/district attendance policies be affecting students who are flagged?
- Are students failing particular courses, grade levels, or both? What changes could be made to improve outcomes for students in these course(s) or grade(s)?
- How might the grading policy at the school be related to student failure rates?
- How might the policies and procedures, especially for attendance be related to student failure rates and truancy?
Activity: Worksheet 2
Step 4: Identifying School, District, and Community Resources to Use in Creating a Tiered Student Wraparound Support System
Activity: Worksheet 3

Dropout Prevention Strategies

- Focus on Achievement in Core Classes
- Credit Recovery
- Tiered Approaches
- Tutoring Aligned for Academic Support
- Attendance Programs
- Behavior Modification Programs for School and Classroom
- Advisory Programs
- Targeted Counseling and Mentoring Programs
- Small Learning Communities
- Career Academies
- Transition Partnerships and Programs (grades 3-4, 6-7, 8-9)
- Career and College Awareness
- Family Programs
- Community Engagement
What are Tiered Supports?

Steps in Truancy Intervention

- Juvenile Court Petition Level (Probation, Fine)
- District Level Early Warning/Pre-Petition Level (Alignment of Resources)
- School Level Interventions (Phone Call, Letter, Conference)

You Are Here
Guiding Questions

- What resources (e.g., time, materials, personnel, funding) are necessary to support the critical need areas? Are those resources on your list of existing student supports?
- What structures are currently in place to support students? (e.g., credit recovery, behavior support, personnel, attendance and truancy interventions, student code of conduct.)
- Categorize your list of existing interventions based on intensity into Tier I, Tier II, or Tier III supports.

Refer to Worksheet 4
Step 5: Monitoring Students and Interventions
Guiding Questions

- Are students who are participating in interventions showing improvement? Do these students need to continue to participate in the interventions?
- Are students who are participating in interventions continuing to display indicators of risk?
  - Are there problems with the intervention or how it is being implemented? Is it systematic, timely, and directive?
  - Does more information about the needs of the student need to be collected to align a more effective intervention/support?
- Are resources/structures/policies sufficient to address the needs of the at-risk population and to provide restorative support? Does the student Code of Conduct reflect appropriate consequences?
Step 6: Evaluating and Refining the Process
Guiding Questions

On an annual basis, the Team should evaluate the GTS implementation process. At this step, the Team makes recommendations for improving the process by determining what is working and what additional needs/resources are required in areas such as:

- Improvements for the GTS Implementation.
- Composition of the School Team.
- Process to Review and Interpret GTS Data
- Coordination of Assigning Tiered Wraparound Student Support/Services
- Process to Monitor Students and Appropriate Interventions