Getting Started and Keeping Moving with Early Warning Systems in Alabama

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Everyone Graduates Center
April 7, 2016
Session Goals

Participants will **learn** about key aspects of Early Warning Systems:

- Core ideas
- Indicators
- Interventions
- Organizing and operating EWS teams
- Putting it all together
Where is my School With Early Warning Systems?

1. I have heard about Early Warning Systems
2. We are planning a roll-out next year
3. We started trying out some of the pieces
4. We are perfecting our EWS
Does Your School Have an Attendance Challenge?

Yes!  
No!  
Maybe?
To graduate college- and career-ready, students need to successfully navigate several key transitions and acquire/expand a set of academic behaviors underlying success in school.

Students signal that they are on- or off-track for these outcomes through their behaviors.
Core Ideas of Early Warning Systems

- By tracking Early Warning Indicators, it is possible to identify when students are beginning to fall off-track, providing time to intervene and alter their trajectory right away, through school and beyond.

- Schools can be organized to apply school-wide preventative, targeted and intensive interventions (Tiers I, II, III) until students are on-track
What is an EWS?

EWS are systems that result from collaboration among educators, administrators, parents and communities to use data effectively to keep students on the pathway to graduation. The best EWS enable:

• **rapid** identification of students who are in trouble
• **rapid** interventions that are targeted to students’ needs, both immediate and long-term, for support, redirection and greater success
• **frequent** monitoring of the success of interventions
• **rapid** modification of interventions that are not working
• **shared** learning with continuous improvement
**Indicators**
- Reliable and valid
- Predictive
- Unique information for action

**Interventions**
- Tiered Interventions (Individual, targeted, whole school)
- System for monitoring/follow-up
- Reflective processes

**People System: Facilitation and Teams**
Indicators and Influencers?

- Poor attendance
- Course failure
- Core and/or elective courses
- Overage: 1-2 years+
- Repeaters
- 9th graders
- Behavior marks
- Suspensions
- Special education
- English Language Learners
- Standardized test scores
- Gender
- Socio-economic status
- Parental education
- Mobility
Take a Few Minutes in Your Group

Identify what you perceive to be:

- The top three indicators
- Influencers that might lead to the design of interventions
What the Evidence Says Are the Most Consistent Predictors/Indicators of Student Success

- Attendance
- Behavior
- Course Performance/Credit accrual

Diagram:

- A
- B
- C

Student Engagement and Achievement

Johns Hopkins School of Education

Everyone Grads
Four-Year Graduation Rates by Freshman Absence Rates


Days Absent per Semester
Course cutting counted as partial days

Percentage that Graduated in Four Years

- 0-4 days: 87%
- 5-9 days: 63%
- 10-14 days: 41%
- 15-19 days: 21%
- 20-24 days: 9%
- 25-29 days: 5%
- 30-34 days: 2%
- 35-39 days: 1%
- 40+ days: 0%
HS Freshman Grades Matter

Virtually all students with a “B” avg. or higher graduate in 4 years.

Virtually all students with less than a “D” avg. fail to graduate.

Prediction is less certain among students with D+, C-, C.

Success Factors – College Readiness

• High levels of achievement matter
• A study in Chicago has shown that high school GPA is the strongest predictor of college graduation.
  – More than 60% of students who graduated with a 3.6 GPA or higher completed a four-year degree within six years compared to slightly more than a quarter with GPAs between 2.6 and 3.0
  – *Consortium on Chicago School Research, 2006
Course Failure

- % of dropouts with one or more semester Fs in 9th grade
- % of graduates with one or more semester Fs in 9th grade

Source: Data from Colorado Districts
23% of K-12 students in Oregon were chronically absent in 2009-10

Source: ECONorthwest analysis of ODE data, 2009-10.
Transitions Are Difficult: Attendance Worsens as Students Move from Grade 8 to 9

Number of days missed in the first 30 days of school, by the same students, first in 8th and one year later in 9th grade, for first-time freshmen in neighborhood high schools

- 0-4 days
- 5-9 days
- 10+ days

n=7643
Transitions: Percent Passing Core Courses Drops as Students Move from Grade 8 to 9

Graph showing the percent passing core courses for high schools, with data points indicating a drop in passing rates from 8th grade to 9th grade, with a total sample size of 7085.
# Reports From Early Dropouts (10th graders) About Leaving School

<table>
<thead>
<tr>
<th>Reason</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didn’t like school</td>
<td>58%</td>
<td>44%</td>
</tr>
<tr>
<td>Didn’t get along with teachers</td>
<td>52%</td>
<td>17%</td>
</tr>
<tr>
<td>Felt didn’t belong at school</td>
<td>31%</td>
<td>14%</td>
</tr>
<tr>
<td>Couldn’t get along with peers</td>
<td>18%</td>
<td>22%</td>
</tr>
<tr>
<td>Suspended too often</td>
<td>19%</td>
<td>13%</td>
</tr>
<tr>
<td>Failing school</td>
<td>46%</td>
<td>33%</td>
</tr>
<tr>
<td>Couldn’t keep up with work</td>
<td>38%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Consult Grad Nation Tool 12 for further data. Source of table is NELS:88. Two Years Later, National Center for Education Statistics.
Secondary On and Off-Track Indicators

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
<th>Expected Graduation</th>
</tr>
</thead>
</table>

Are there common behaviors or characteristics for students who do or don’t make it through the path to the expected outcome?
## Metrics for Attendance, Behavior, Course Performance

<table>
<thead>
<tr>
<th></th>
<th>Attendance</th>
<th>Behavior</th>
<th>Course Perf.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Off-Track</strong></td>
<td>Less than 90%</td>
<td>1+ suspension and/or mild sustained misbehavior</td>
<td>Failing ELA and/or Math</td>
</tr>
<tr>
<td><strong>Sliding</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>On-Track</strong></td>
<td>Greater than 90%</td>
<td>No suspensions or mild misbehavior</td>
<td>Passing ELA and/or Math</td>
</tr>
<tr>
<td><strong>College Ready</strong></td>
<td>Greater than 95%</td>
<td></td>
<td>B or Better</td>
</tr>
</tbody>
</table>
• Students who are missing 10% or more of school need intervention.
• But it is the students who miss 5 or fewer days in the year who thrive.
• Attention should be paid to students who miss more than 5 days but less than 10%

<table>
<thead>
<tr>
<th>Track</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-Track</td>
<td>Less Than 90%</td>
</tr>
<tr>
<td>On-Track</td>
<td>Greater Than 90%</td>
</tr>
<tr>
<td>College Ready</td>
<td>Greater Than 95%</td>
</tr>
</tbody>
</table>
Research Takeaways - Behavior

• Students with sustained mild misbehavior fall off track in larger numbers.

• It is important to track more minor as well as major incidents.

• Students who are suspended once need intervention to make sure they are not suspended again.

<table>
<thead>
<tr>
<th>Track</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-Track</td>
<td>1 or More Suspensions And/or Mild Sustained Behavior</td>
</tr>
<tr>
<td>On-Track</td>
<td>No Suspensions</td>
</tr>
</tbody>
</table>
Research Takeaways – Course Performance

- Course Performance is typically more important for students’ long-term success than test scores.
- Students with multiple Ds and Fs seldom graduate.
- Students with B or better averages succeed in college.

<table>
<thead>
<tr>
<th>Tracking</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-Track</td>
<td>Failing ELA and/or Math</td>
</tr>
<tr>
<td>On-Track</td>
<td>Passing ELA and/or Math</td>
</tr>
<tr>
<td>College Ready</td>
<td>B or Better</td>
</tr>
</tbody>
</table>
Quick Info About The Alabama Data System

• The Graduation Tracking System (GTS) is overlaid on the Student Information System (formerly STI, now Chalkable)
• The GTS groups students by risk factors (3, 2, 1, 0)
• Risk factor defaults (attendance/absence, 2 or more; behavior by office referral, and course-passing/GPA of 70 or less)
• Included at first glance: Name, ID number, age, grad credits, GPA, gender, lunch status, primary race, Hispanic, special ed status, unexcused and total absences, behavioral incidents, and whether enrolled
## High School Grade 09

<table>
<thead>
<tr>
<th>Student</th>
<th>State ID</th>
<th>Age</th>
<th>Grad Credits</th>
<th>Grade Avg</th>
<th>Gender</th>
<th>Lunch</th>
<th>Primary Race</th>
<th>Hispanic</th>
<th>SpEd</th>
<th>U Abs</th>
<th>Total Abs</th>
<th>Sus</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1,</td>
<td>917</td>
<td>14</td>
<td>1.50</td>
<td>68</td>
<td>M</td>
<td>3</td>
<td>W</td>
<td>No</td>
<td>No</td>
<td>17.00</td>
<td>36.00</td>
<td>4</td>
<td>Enrolled</td>
</tr>
<tr>
<td>Student 2,</td>
<td>19</td>
<td>16</td>
<td>7.00</td>
<td>60</td>
<td>M</td>
<td>1</td>
<td>W</td>
<td>No</td>
<td>No</td>
<td>10.00</td>
<td>20.00</td>
<td>3</td>
<td>Enrolled</td>
</tr>
<tr>
<td>Student 3,</td>
<td>97</td>
<td>17</td>
<td>2.50</td>
<td>60</td>
<td>M</td>
<td>1</td>
<td>B</td>
<td>No</td>
<td>No</td>
<td>13.00</td>
<td>24.00</td>
<td>2</td>
<td>Enrolled</td>
</tr>
<tr>
<td>Student 4</td>
<td>700</td>
<td>14</td>
<td>3.50</td>
<td>87</td>
<td>M</td>
<td>1</td>
<td>B</td>
<td>No</td>
<td>No</td>
<td>7.00</td>
<td>7.00</td>
<td>2</td>
<td>Enrolled</td>
</tr>
<tr>
<td>Student 5</td>
<td>1890</td>
<td>16</td>
<td>3.50</td>
<td>82</td>
<td>F</td>
<td>1</td>
<td>B</td>
<td>No</td>
<td>Yes</td>
<td>5.00</td>
<td>7.00</td>
<td>4</td>
<td>Enrolled</td>
</tr>
<tr>
<td>Student 6,</td>
<td>31089</td>
<td>14</td>
<td>3.00</td>
<td>77</td>
<td>F</td>
<td>1</td>
<td>B</td>
<td>No</td>
<td>No</td>
<td>4.00</td>
<td>6.00</td>
<td>1</td>
<td>Enrolled</td>
</tr>
<tr>
<td>Student 7</td>
<td>1162</td>
<td>14</td>
<td>3.50</td>
<td>83</td>
<td>F</td>
<td>1</td>
<td>W</td>
<td>No</td>
<td>No</td>
<td>7.00</td>
<td>12.00</td>
<td>3</td>
<td>Enrolled</td>
</tr>
</tbody>
</table>
Table Talk

• What do you notice about when you look at the students with multiple risk factors?
• What patterns do you see and what makes you wonder?
Lessons Learned!

• ALSDE offers workshops – check into them.
• GTS is available in every school at every grade level and wonderfully worth using!
• There are things to consider as you get to know the GTS:
  -- a risk factor at one time of year may not be one at a different time of year, particularly for attendance
  -- consider a student’s age by grade when evaluating course credits especially
  -- behavior is often the most variable indicator as different schools may record it differently
  -- go deeper into the student information system for more detailed information
  -- data is only as good as the timeliness by which it is recorded and entered!
  -- use the data to help students, rather than to categorize them!
Interventions – Let’s Consider!

• At your table, brainstorm “What is an Intervention?”
• **Appoint someone as note-taker**, make a quick list together and then selected note-takers/tables will be asked to report out to the whole group.
### Examples of Intervention Planning/Mapping

| Level III - Intensive Interventions | Referral to Social Worker/School Psych
| | Intensive Anger Management
| | Other Outside Agencies
| | Drug/Alcohol Counseling
| | Daily Contracts and Contacts

| Level II - Targeted (small group) Interventions | Lunch Bunch
| | Reflection Room
| | Peace Circles
| | Peer Mediation
| | Cease-Fire Gang Interventions
| | Meeting With Families
| | Young parent focus groups
| | Differentiated instruction
| | Time and support to catch up and make up work

| Level I – Comprehensive, preventative, climate-building | Advisory lessons focusing on developing and maintaining specific behaviors and social skills
| | School and Grade-Level Expectations/Modeling of Behaviors
| | Incentives (Caught You Being Good, Celebrations, Rewards and Recognitions)
<table>
<thead>
<tr>
<th></th>
<th>Tier I Whole school</th>
<th>Tier II Small-Group</th>
<th>Tier III Most Intensive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>• Weekly attendance recognition</td>
<td>• Check and Connect</td>
<td>• Home visit by counselor</td>
</tr>
<tr>
<td></td>
<td>• Perfect attendance celebration (monthly)</td>
<td>• Wake up calls</td>
<td>• Individual contract with student and parent</td>
</tr>
<tr>
<td></td>
<td>• Team competition for attendance</td>
<td>• Buddy System with another student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Recognition for improved attendance</td>
<td>• Recognition for improved attendance</td>
<td></td>
</tr>
<tr>
<td>Behavior</td>
<td>• Cardinal Cash (Caught you doing something good)</td>
<td>• Peer Mediation group</td>
<td>• PREVENTION – Gang intervention group in the neighborhood</td>
</tr>
<tr>
<td></td>
<td>• Freshman Seminar lessons</td>
<td>• Daily Behavior contract</td>
<td>• Visit one on one with social worker</td>
</tr>
<tr>
<td></td>
<td>• Academy meetings</td>
<td>• In-class interventions (seating, pairing, activity)</td>
<td>• Individual counselor sessions</td>
</tr>
<tr>
<td></td>
<td>• Outside Speakers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Menu of Interventions?

- School-wide Attendance Campaign
- Support List: All students with an EWS risk factor
- School-wide incentives, rewards and recognition

Differentiated instruction

- Problem or project-based learning
- Students needing tutoring/mentoring
- Students seeing the counselor/social worker

- Students receiving ELA/Math intervention class
- School-wide “Listening to Students” Campaign
- School-wide and community ABC awareness campaigns
- Students referred to outside agencies
- Students in in- and out-of school programming or clubs
Intervention Activity

• **Each person** should have received a list of possible interventions, grouped by Attendance, Behavior and Course-Passing.

• **Each table** should have three posters with a red, yellow and green pyramid for Attendance, Behavior and Course-Passing.

• **As a table, choose one or at most two posters to work on.**

• **Appoint a recorder/reporter.**

• Review and discuss the list of possible interventions and choose one to three interventions you would like to use per tier.
Alabama K-12 GTS
Six-Step Implementation Process

Step 1
Customizing the GTS Tool

Step 2
Your GTS Team

Step 3
Interpreting the Data

Step 4
Aligning Resources

Step 5
Monitoring Interventions

Step 6
Evaluating and Refining the Process
An EWS team:

- Identifies needs
- Assigns, coordinates and/or creates interventions
- Monitors outcomes of interventions for students who exhibit early warning indicators.
EWS Team Membership

- Core academic teachers
- Core student support personnel: social workers and counselors
- An administrator or administrative liaison
- A data point person
- Other school personnel with good knowledge of students and sometimes different perspectives – elective, JROTC and CTE instructors, coaches
- Size depends on size of school
EWS Team Activities

• Set norms for meetings
• Review the data overall or have a point person do so
• Compose an initial support list of students.
• Discuss the students on the support list.
• Revise the support list regularly based on progress on indicators over time and reports from adults.
• Make decisions about actions and interventions as a team, pooling multiple adults’ knowledge.
• Learn about patterns among students in your school
• Build on students’ strengths in applying interventions
Key Roles on the EWS Team

• **Support List Provider:** Brings “hard” data from EWS data system to the meeting.
• **Facilitator:** Ensures that norms are being followed.
• **Timekeeper:** Ensures that time is honored.
• **Recorder:** Keeps notes (student tracker or otherwise) and fills out action plans.
• **Everyone:** All are dedicated to goals and follow norms. Each commits to being a “champion” for certain students; prepares to discuss details about their students, is aware of available resources, and searches for solutions.
Team Logistics

• Schedule meeting time!
• Meet every week if possible; meet bi-weekly otherwise
• Meet for 45-60 minutes at least
• Set norms initially; revisit and revise as needed
• Coordinate with other teams in the school as needed
• Administrators are often key team members
Sample EWS Meeting Agenda

• EWS Team Meeting overview (5 min)
  – Students to be discussed, from the support list; new pieces of data; reminders about paperwork

• Discuss students – past and proposed interventions (25 min)
  – Same process for each student, typically ~4-7 min per student

• Announcements (5 min)

• Share successes – 1 from each member (5 min)
EWS Initial Discussion Protocol for Individual Students

• Identify student (1 minute) (Keeper of the Support List).
  – Identifies which off-track behaviors the student is exhibiting.
  – Identifies data supporting identification for intervention (from EWS Support List).

• Team shares information (2 minutes).
  – Team members succinctly provide additional information about why off-track indicators may be present.

• Team members discuss intervention options (3 minutes).
  – Consult resource map/Catalogue of Interventions.
  – Identify the student’s champion/advocate for follow up.
  – Determine date for follow-up conversation with student.
  – Determine communication with family.
  -- Record in the intervention tracker/meeting notes.
EWS Discussion Protocol
Follow-Up for Individual Students

For students who are currently receiving interventions:

Team members discuss student progress (2 minutes per student).

1. Identify the student support.

2. Are the interventions/support working to improve student’s behavior, course performance, and/or attendance?

3. How do we know (student data)?

4. What next?
## A Sample Student Tracker

<table>
<thead>
<tr>
<th>Name</th>
<th>EWI Flags</th>
<th>Data</th>
<th>Notes</th>
<th>Previous Interventions Last Meeting</th>
<th>Point Person</th>
<th>New Interventions This Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>Attend., Math</td>
<td>ELA (C), S(F), SS(C), Beh (0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adrian</td>
<td>Beh, ELA Grade</td>
<td>M (B), S(D), SS (B), Att (0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Samuel</td>
<td>ELA Grade</td>
<td>M (B), S (B), SS (B), Beh (2 refer.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pulling it all Together

• Does the team come first, or do an individual or two or three first spearhead?
• Who are the key people who need to be on the team to make it work?
• Look at patterns
• Prioritize what can be addressed and in what order
Decide what is your school’s biggest challenge -- Attendance? Behavior? Course-Passing? (and do by grade level as well)

Decide what the second and third challenges are

Add on to existing responsibilities of leadership, RTI, interdisciplinary or grade level teams, or create new ones

Which challenges can be addressed by school wide, grade-level or group campaigns or efforts?

Determine how many students can be feasibly supported by the EWS team alone. Then decide how many others you will additionally need to bring in to the EWS process.

20 to 50? EWS Team plus

0-20? EWS Team, second shifts of adults and peers

Determine number and percentages of students in need of support school wide, by grade level for each challenge and tier

More than 50? EWS Team and second shifts of adults and peers

Everyone graduates
Prioritize--Ask Questions as an EWS Team

Where are the Greatest Needs Short Term?

What are the Greatest Needs Longer Term?

Organize Challenges and Resources Into Tiers I, II, and III

What Might Our School Staff and Community Partners Do for Each Tier?

Where Will We Have the Best Opportunity to Change Outcomes Most Efficiently?

Where Will the Resources in our School and Community be Most Effectively Deployed?
Ways to Look at Data

Teaching Team Level

Parent Referrals/Requests

Initial Teacher Team Meeting
Teaching Team meets to discuss student. Contact parent; invite others, as needed. Determine strengths, needs, and supports. Review Cumulative File (Form 4) and Teacher Input (Form 2). Brainstorm and create teaching team plan using Teacher Team Intervention Action Plan (Form 3). Set review date.

Implement Teacher Team Intervention Action Plan

Review Action Plan/Determine Next Steps (Form 3R)

Resolved through Teacher Team Plan
Check back in 10 school days
If successful, monitor
If not, reactivate referral, keep team members informed

Student Academic Support Team Level

Refer for Evaluation*
To be completed within 35 school days

Qualifies**
Place on IEP
Follow up on placement

DNQ
Reactivate SAST Referral Process

Student Academic Support Team
Case Presentation by Counselor
Problem solve
Create SAST Intervention Plan (Form 5)
Assign Point Person. Set Review Date.

Implement SAST Plan
Case Manager prepare for review date
Update TeacherTeam

Refer for 504 Plan to develop accommodations

Refer to SIP-C Student Intervention Parent Conference

JOHNS HOPKINS SCHOOL OF EDUCATION
EVERYONE GRADUATES
An Example of Interventions Addressing Groups of Students’ Needs (Tier II and I)

**Challenge**
The majority of 9th graders lack study, time and self-management skills

**Teach Skills Directly**
-- Embed in summer orientation
-- Implement a half-year course
-- Introduce skills (with a curriculum) in an advisor/advisee period
-- Teach the skills in regular academic courses, with common approaches developed by the faculty

**Motivate**
-- Have alums and seniors talk with freshmen
-- Bring in speakers from local businesses and others who are respected in community
-- Show career related videos from YouTube
-- Arrange structured college trips and job-shadows for ninth graders

**Incentivize**
Recognize and reward use of skills creatively (eg inexpensively or no cost)
External partners, Collaborating With School Team

- Attendance, behavior, and course passing improves
- Promotion and Graduation Rate rises
Lessons Learned about What Works

• Begin small and expand.
• Determine how to integrate the EWS with other initiatives.
• Use the “right” indicators -- and not too many of them!
• Use the “right” flags and triggers. Flags kick in when thresholds are being approached
• The school determines capacity for how many students can be assisted and the size of the Focus List;
• Capacity considerations may lead to bringing in new partners, within the school or beyond
Consider in Closing

- How will workshop participants **learn more** about EWS?
- How will participants **share what they learn** with the school’s administrators, faculty and staff? And students and parents?
- How will an EWS system and team be established, scheduled for and used to assist more students?
Robert Balfanz, rbalfanz@jhu.edu
Joanna Fox, jhfox@jhu.edu
http/www.every1graduates.org/alabamaews
Questions???
3 – 2 – 1 - Exit Ticket

3...

• 2 things your table figured out today

• 1 question you still have