

Getting Started and Keeping Moving with Early Warning Systems in Alabama



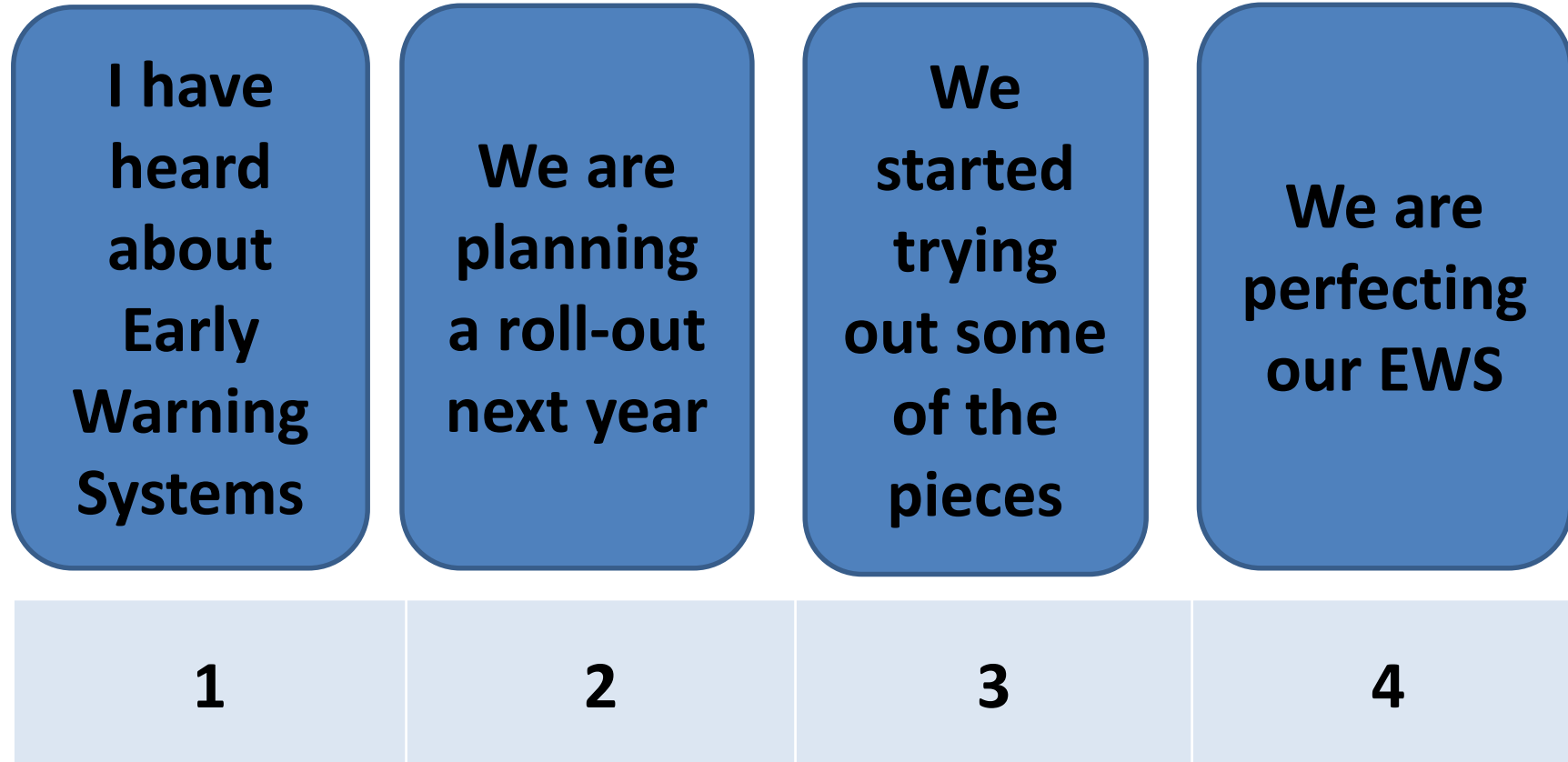
Joanna H. Fox
Everyone Graduates Center
April 7, 2016

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?



Does Your School Have an Attendance Challenge?

Yes!

No!

Maybe?

Core Ideas of Early Warning Systems

- ❑ 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

Early Warning System

Indicators

- Reliable and valid
- Predictive
- Unique information for action

0	0	100%	0	C	F	C	D
1	1	97%	0	C	C	C	D
10							

People System: Facilitation and Teams

Interventions

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

Indicators and Influencers?

Poor attendance

**Behavior marks
Suspensions**

**Course failure
Core and/or elective courses**

**Special education
English Language Learners
Standardized test scores**

**Overage: 1-2 years+
Repeaters
9th graders**

Mobility

**Gender
Socio-economic status
Parental education**

Take a Few Minutes in Your Group

Identify what you perceive to be:

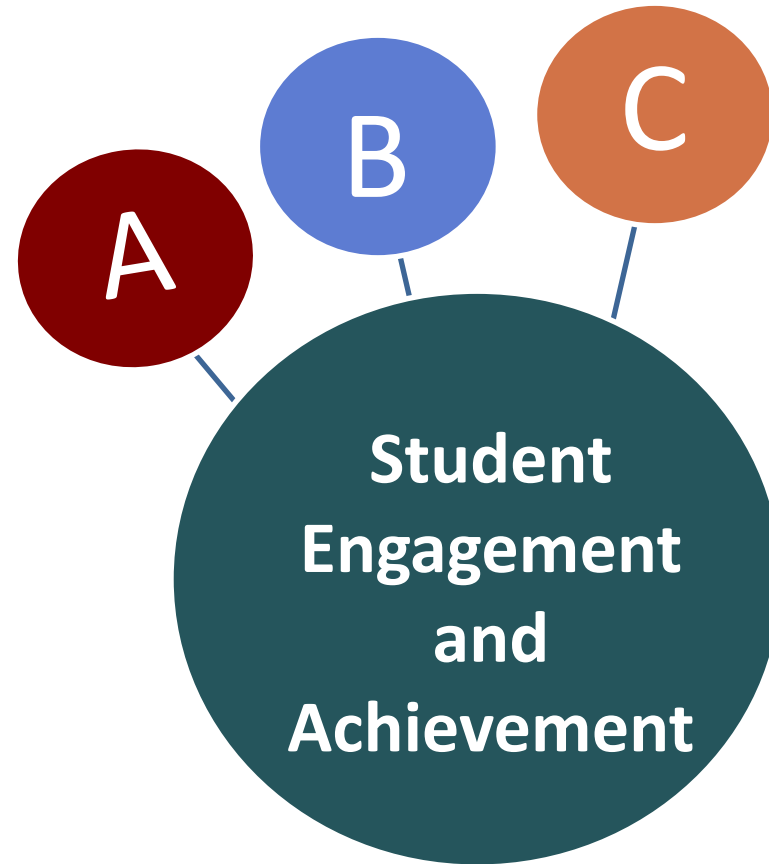
- ☐ The top three indicators
- ☐ Influencers that might lead to the design of interventions

What the Evidence Says Are the Most Consistent Predictors/Indicators of Student Success

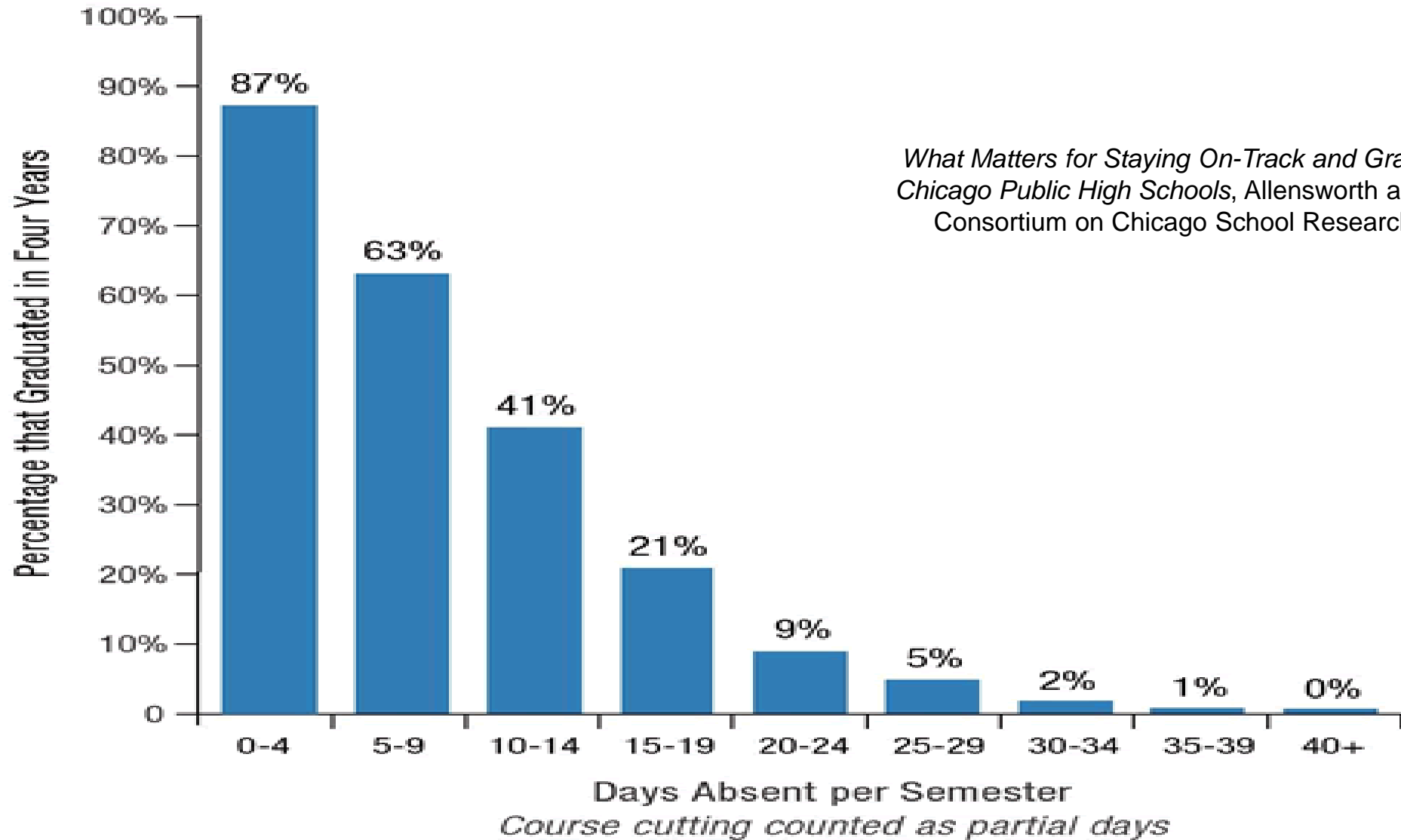
Attendance

Behavior

Course
Performance/**C**redit
accrual



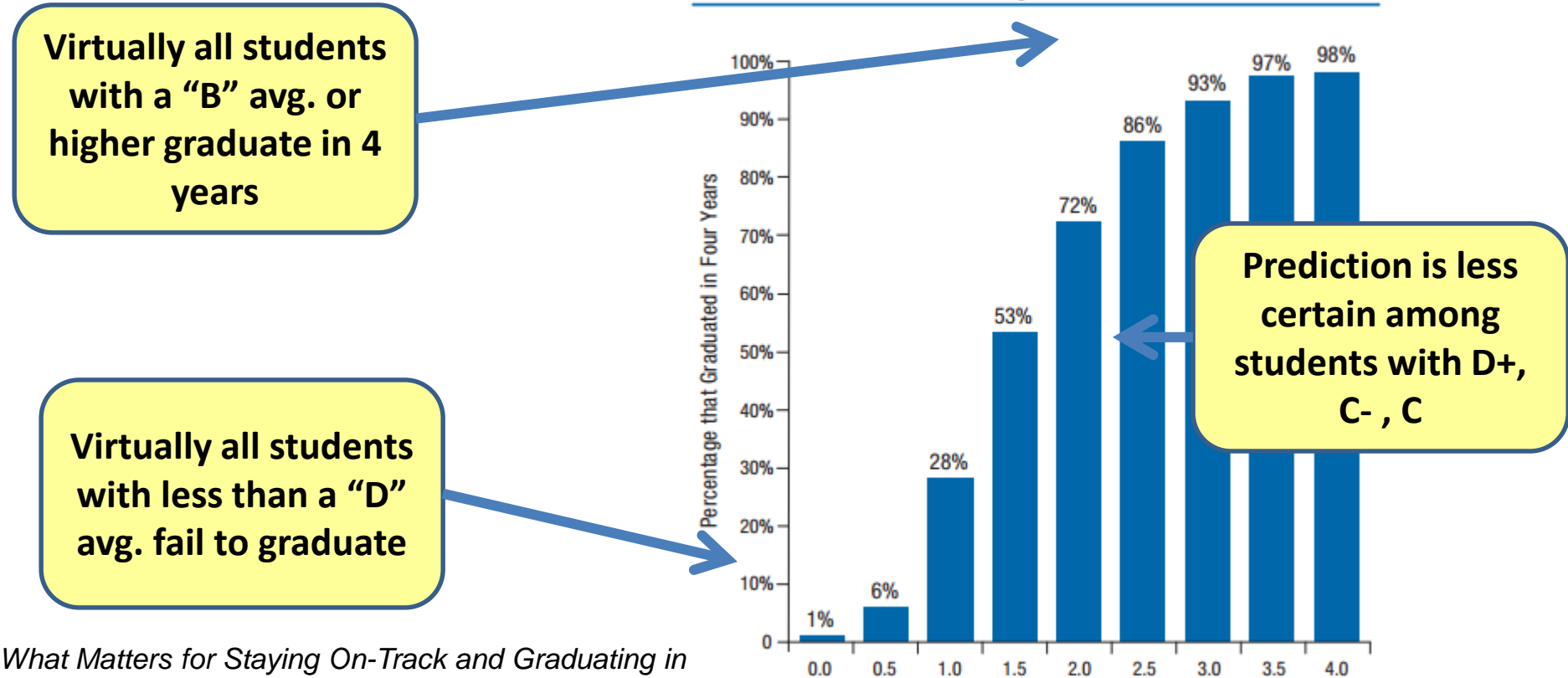
Four-Year Graduation Rates by Freshman Absence Rates



HS Freshman Grades Matter

FIGURE 6

Four-Year Graduation Rates by Freshman GPA



What Matters for Staying On-Track and Graduating in Chicago Public High Schools, Allensworth and Easton, Consortium on Chicago School Research, 2007

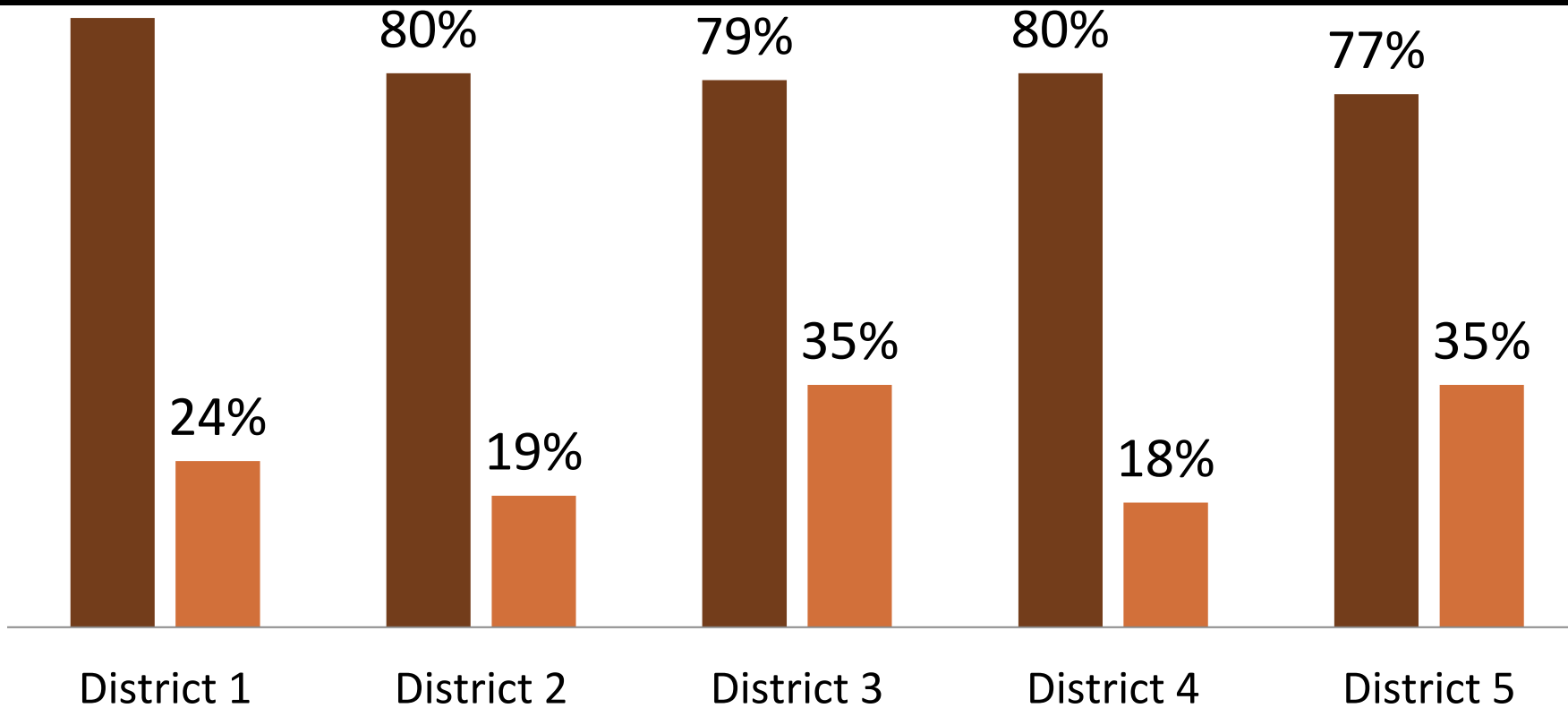
Success Factors – College Readiness

- 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

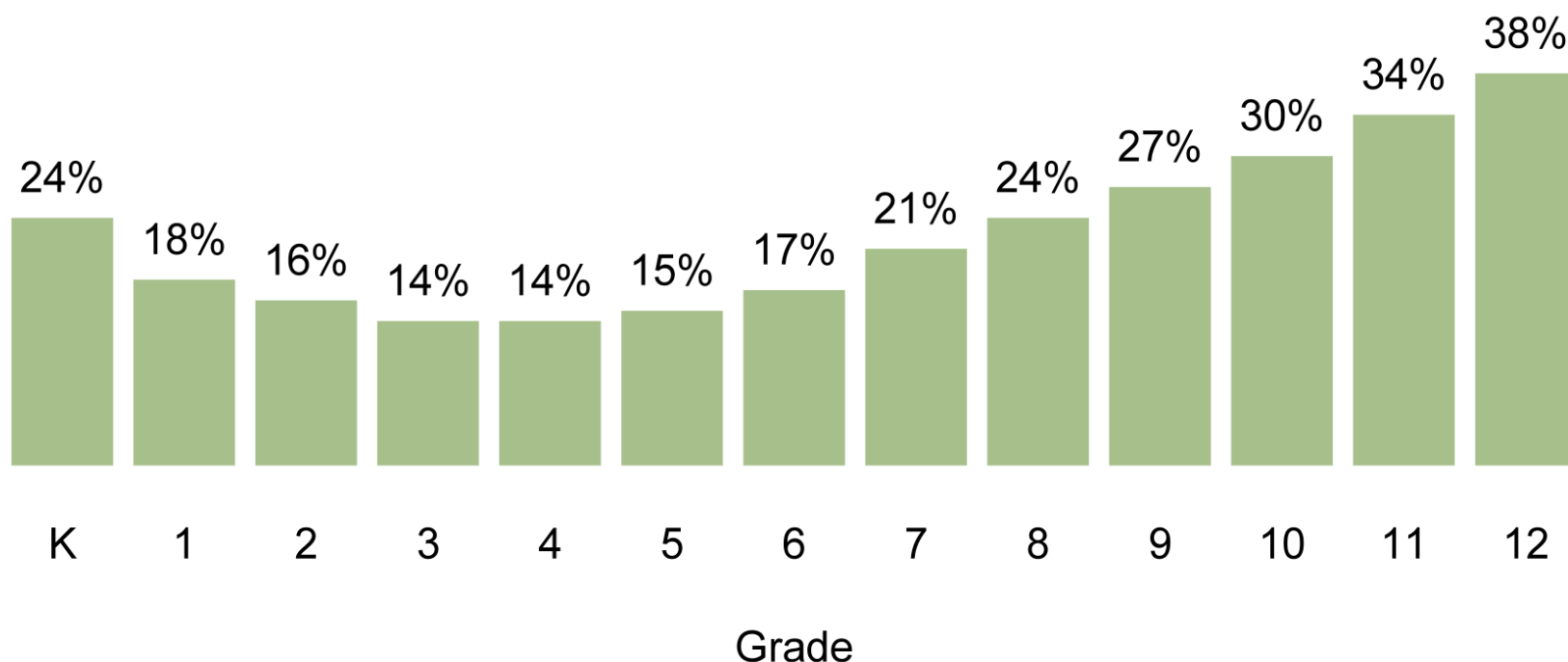
15



- % 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

Percentage of Oregon Students who are Chronically Absent, by Grade



23% of K-12 students in Oregon were chronically absent in 2009-10

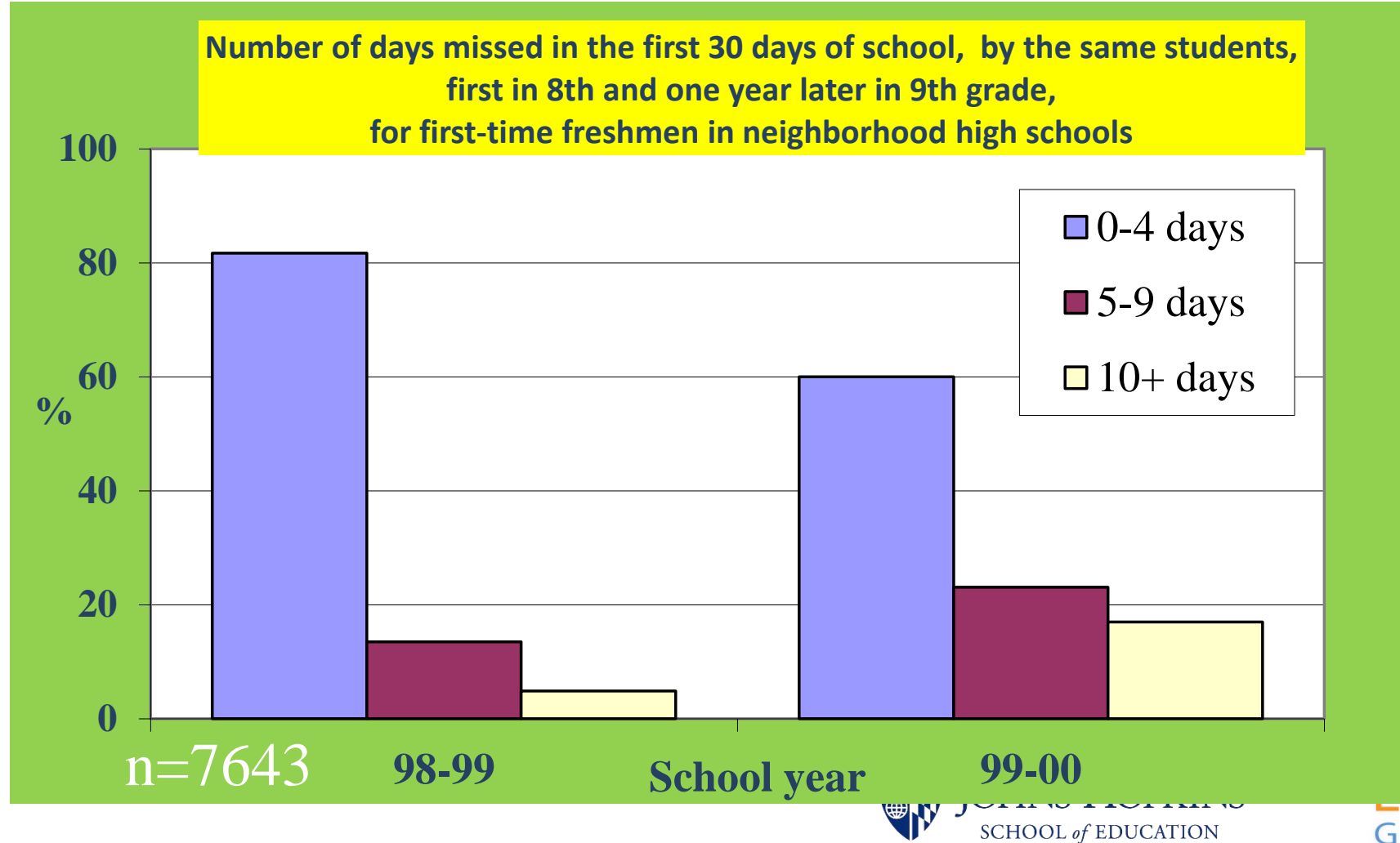
Source: ECONorthwest analysis of ODE data
2009-10.



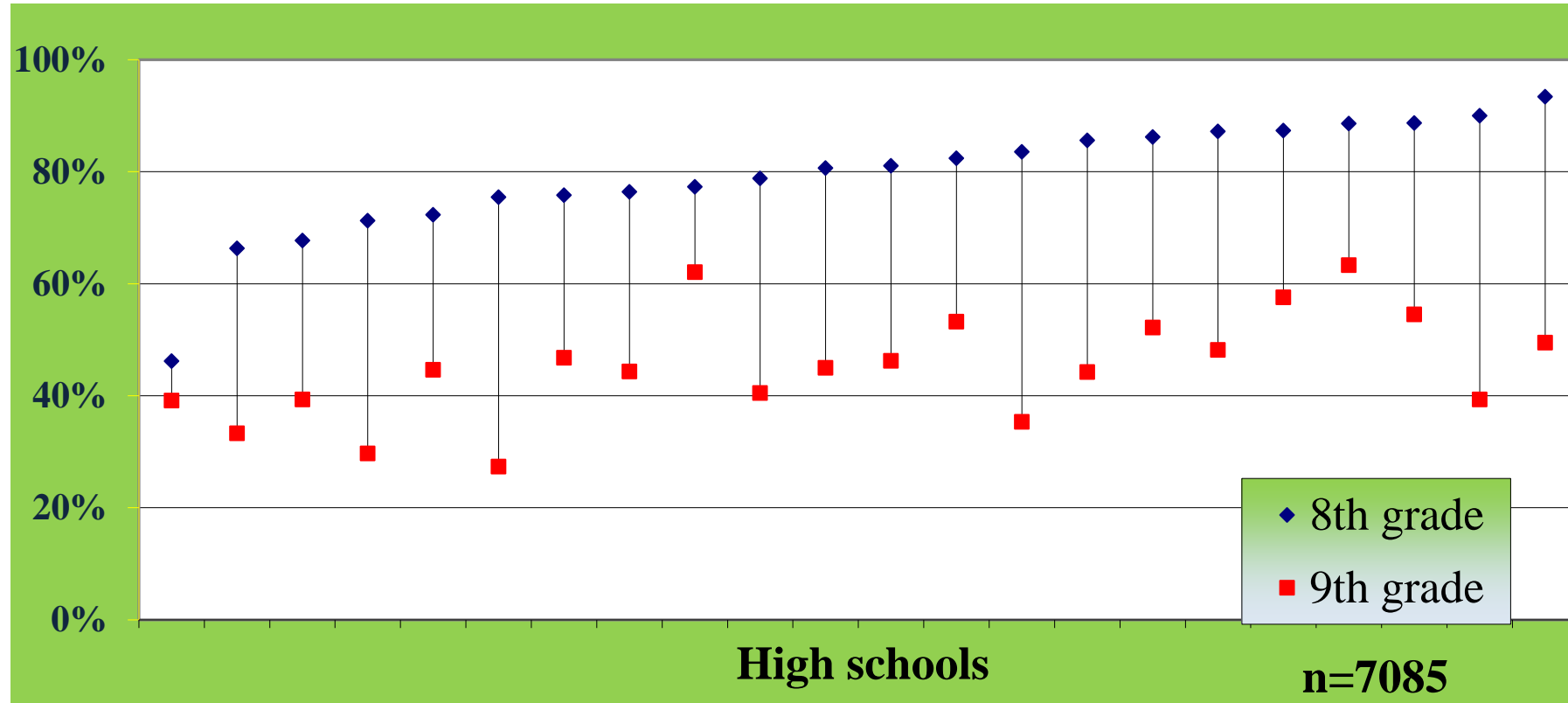
JOHNS HOPKINS
SCHOOL of EDUCATION

EVERYONE
GRADUATES
CENTER

Transitions Are Difficult: Attendance Worsens as Students Move from Grade 8 to 9



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



Reports From Early Dropouts (10th graders) About Leaving School

	Boys	Girls
• Didn't like school	58%	44%
• Didn't get along with teachers	52%	17%
• Felt didn't belong at school	31%	14%
• Couldn't get along with peers	18%	22%
• Suspended too often	19%	13%
• Failing school	46%	33%
• Couldn't keep up with work	38%	25%

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

9 th Grade	10 th Grade	11 th Grade	12 th Grade	Expected Graduation
-----------------------	------------------------	------------------------	------------------------	---------------------

Are there common behaviors or characteristics for students who do or don't make it through the path to the expected outcome?

Off-track

Sliding

On-Track
High School
Graduation

On-Track
Postsecondary
Success

Metrics for Attendance, Behavior, Course Performance

	Attendance	Behavior	Course Perf.
Off-Track	Less than 90%	1+ suspension and/or mild sustained misbehavior	Failing ELA and/or Math
Sliding			
On-Track	Greater than 90%	No suspensions or mild misbehavior	Passing ELA and/or Math
College Ready	Greater than 95%		B or Better

Research Takeaways - Attendance

- **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%

Track	Data
Off-Track	Less Than 90%
On-Track	Greater Than 90%
College Ready	Greater Than 95%

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.

Track	Data
Off-Track	1 or More Suspensions And/or Mild Sustained Behavior
On-Track	No Suspensions

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.

Tracking	Data
Off-Track	Failing ELA and/or Math
On-Track	Passing ELA and/or Math
College Ready	B or Better

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

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?

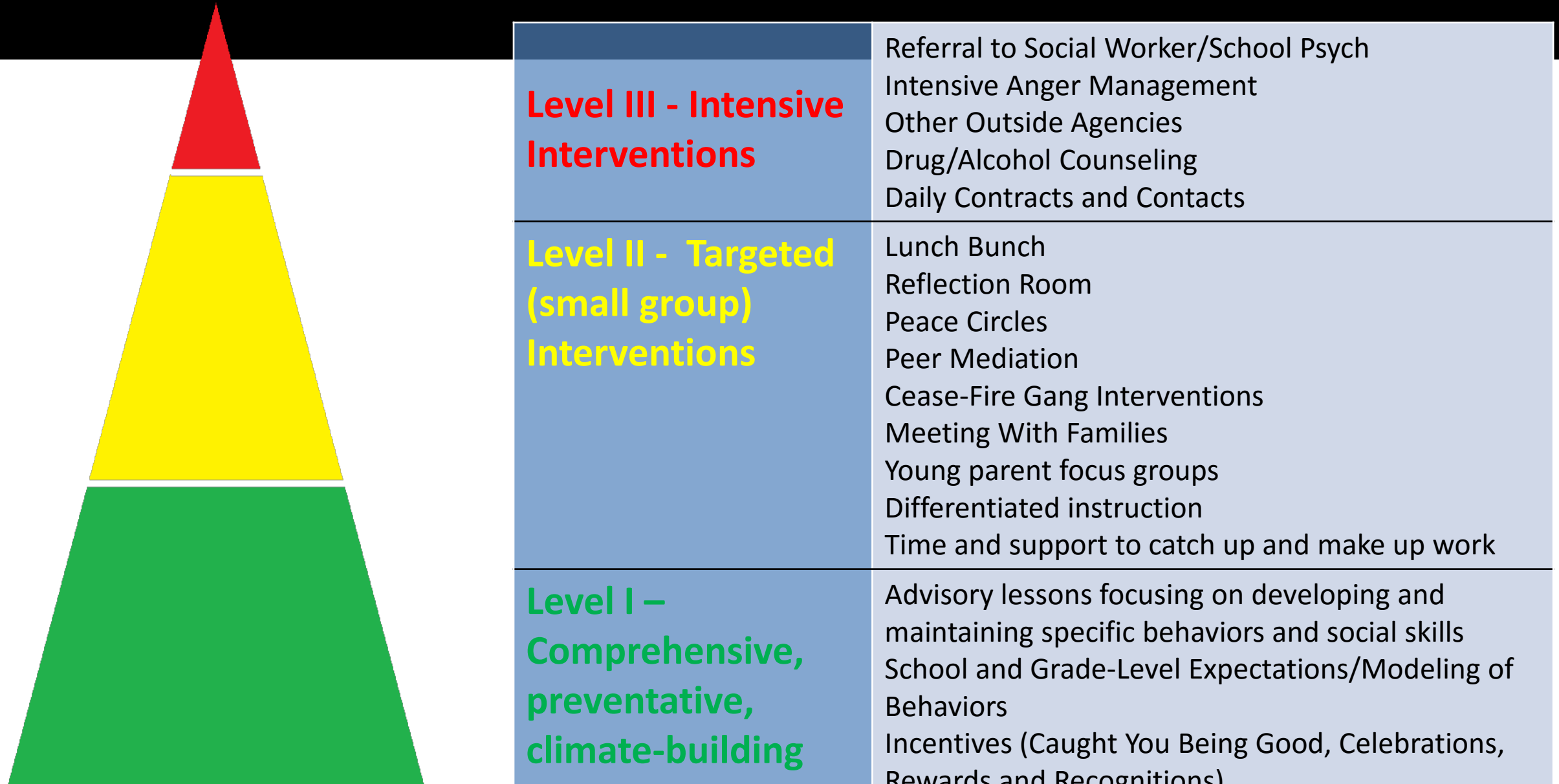
Lessons Learned!

- 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



	Tier I Whole school	Tier II Small-Group	Tier III Most Intensive
Attendance	<ul style="list-style-type: none"> • Weekly attendance recognition • Perfect attendance celebration (monthly) • Team competition for attendance 	<ul style="list-style-type: none"> • Check and Connect • Wake up calls • Buddy System with another student • Recognition for improved attendance 	<ul style="list-style-type: none"> • Home visit by counselor • Individual contract with student and parent
Behavior	<ul style="list-style-type: none"> • Cardinal Cash (Caught you doing something good) • Freshman Seminar lessons • Academy meetings • Outside Speakers 	<ul style="list-style-type: none"> • Peer Mediation group • Daily Behavior contract • In-class interventions (seating, pairing, activity) 	<ul style="list-style-type: none"> • PREVENTION – Gang intervention group in the neighborhood • Visit one on one with social worker • Individual counselor sessions

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 receiving
ELA/Math intervention
class

Students
referred to
outside agencies

Students
seeing the
counselor/
social worker

School-wide
“Listening to
Students”
Campaign

School-wide
and community
ABC awareness
campaigns

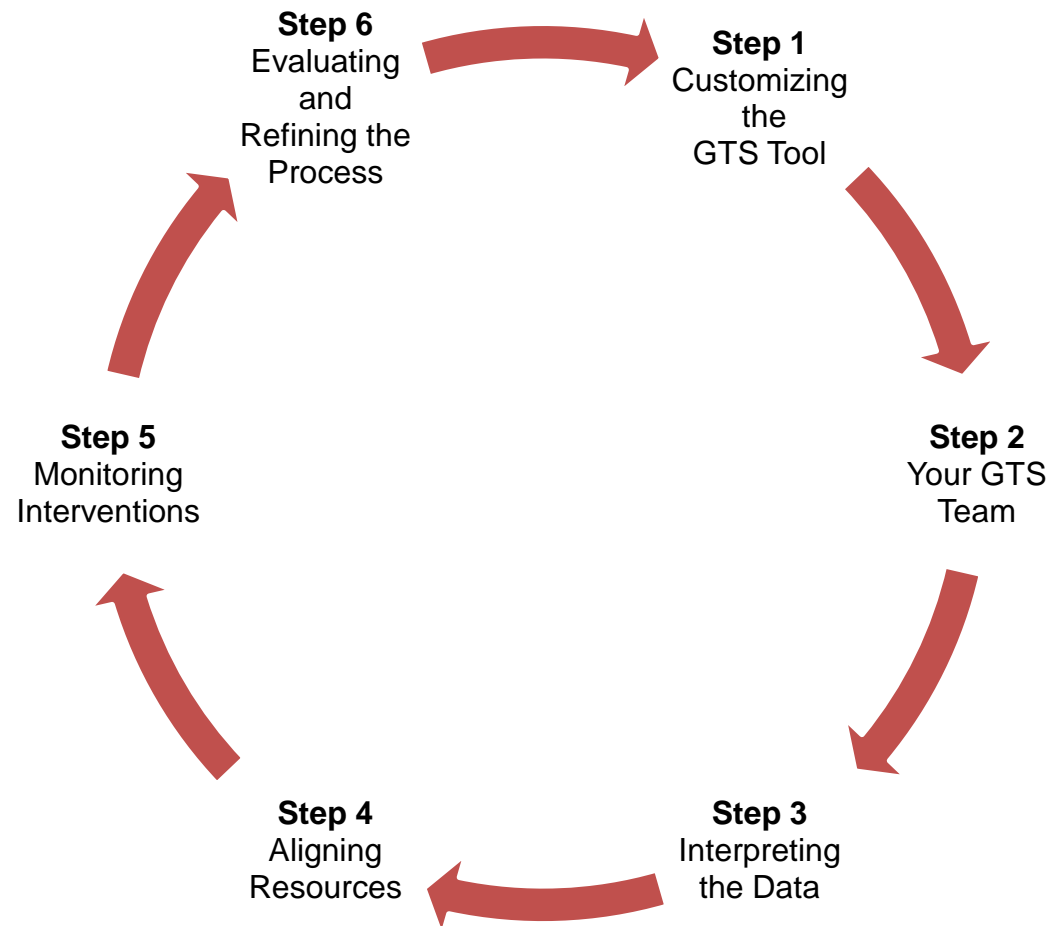
Students in in- and
out-of school
programming or
clubs

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



EWS Team Purpose

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

	EWI Flags	Data	Notes	Previous Interventions Last Meeting	Point Person	New Interventions This Meeting
John	Attend., Math Grade	ELA (C), S(F), SS(C), Beh (0)				
Adrian	Beh, ELA Grade	M (B), S(D), SS (B), Att (0)				
Samuel	ELA Grade	M (B), S (B), SS (B), Beh (2 refer.),				

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

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

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

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?

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

20 to 50? EWS Team plus

0-20? EWS Team

JOHNS HOPKINS
SCHOOL of EDUCATION

EVERYONE
GRADUATES
CENTER

Prioritize--Ask Questions as an EWS Team



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

Student Academic Support Team

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

*Refer for Evaluation**
To be completed within
35 school days

Refer for 504 Plan
to
develop accommodations

Refer to SIP-C
Student Intervention
Parent Conference

*Qualifies***
Place on IEP
Follow up on
placement

DNQ
Reactivate SAST
Referral Process

Implement SAST Plan
Case Manager prepare
for review date
Update Teacher Team



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

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

Teach Skills Directly

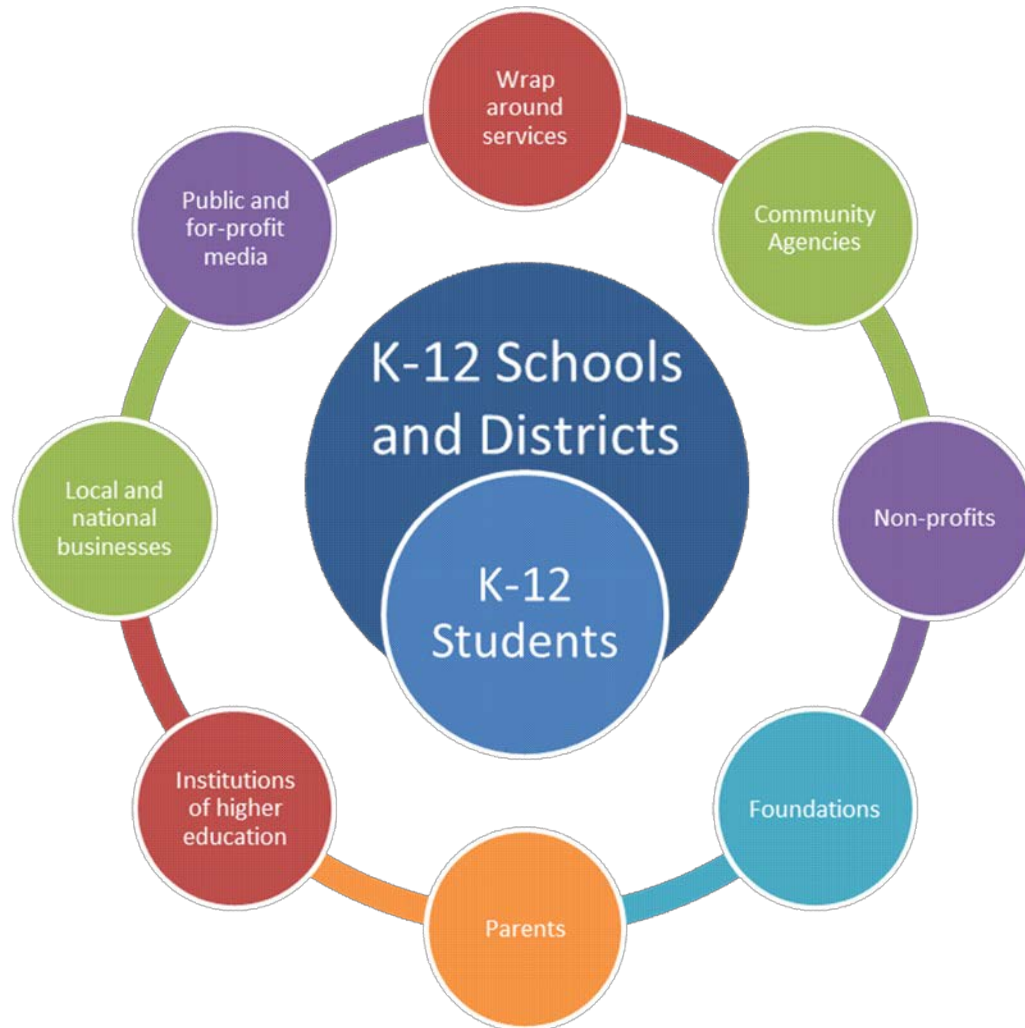
- Embed in summer orientation
- Implement a half-year course
- Introduce skills (with a curriculum) in an advisor/advisee period
- Teach the skills in regular academic courses, with common approaches developed by the faculty

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

CONTACT INFORMATION

Questions???



3 – 2 – 1 - Exit Ticket



3...

- 2 things your table figured out today
- 1 question you still have