INTRODUCTION TO EARLY WARNING SYSTEMS

Johann Liljengren and Felicia Walker
National Student Attendance, Engagement and Success Center

The U.S. Department of Education, Office of Safe and Healthy Students administers the National Student Attendance, Engagement and Success Center under Contract Number: ED-ESE-15-A-001, which is awarded to Jobs for the Future.
CONFERENCE CALL REMINDERS

- Be sure to mute your phone
- We will have multiple opportunities for questions
- Please use the chat window on the right hand side
National Student Attendance, Engagement, and Success Center

“The mission of the center is to disseminate evidence-based practices and build and facilitate communities of practice to help students attend every day, be engaged in school, and succeed academically, so that they graduate high school prepared for college, career, and civic life.”
# National Center - Initial Outreach

<table>
<thead>
<tr>
<th>MBK Success Mentors support network – chronic absenteeism focus</th>
<th>SIG eligible schools – EWS focus including chronic absenteeism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focused on the 30 cities that are part of the MBK network</td>
<td>Focused on schools, districts, and states with SIG eligible or priority schools</td>
</tr>
</tbody>
</table>

**Website:** Centralized hub for resources and communication  
www.nationalstudentsuccesscenter.org (coming soon)  
pbalana@jff.org  
www.nationalsuccessmentor.org
UPCOMING EVENTS

• March 1: Webinar
  Tier 1 (Whole School) Supports within an Early Warning System

• April 3-4 2017: Virtual Convening for ESSA
  The Center will be hosting a virtual convening for teams working to build state ESSA plans and incorporate early warning systems and addressing chronic absenteeism.

• To join the Center mailing list, apply for coaching support, or learn about webinars, go to www.nationalstudentsuccesscenter.org or email Patricia Balana at pbalana@jff.org
Dropping out of high school means a student is much more likely to:

- Be unemployed
- Be incarcerated
- Have health issues and at an earlier age
- Pass on these set of disadvantages to their children

As a result, dropping out has high individual and community costs.
We have made great progress across the country but need to accelerate our improvement to reach a national graduation rate of 90%.
Improving Graduation and Postsecondary Readiness

Early Warning Systems

- Improving attendance
- Improving student effort and engagement
- Improving course passage and achievement
- Improving promotion rates
RESEARCH THAT LED TO THE DESIGN OF EWS
Indicators and Influencers of Disengagement

- Poor attendance
- Behavior marks
- Course failure
- Overage: 1-2 years, 2 years+
- Poor behavior
- Course failure
- Poor behavior
- Course failure
- Overage: 1-2 years, 2 years+
- Poor behavior
- Course failure
- Poor behavior
The potential for dropout/pushout can be identified as early as sixth grade

Sixth grade students with one or more of the indicators have only a 10% to 20% chance of graduating from high school on time or within one year of expected graduation.

Note: Early Warning Indicator graph from Philadelphia research which has been replicated in 10 cities. Robert Balfanz and Liza Herzog, Center for Social Organization of Schools at Johns Hopkins University; Philadelphia Education Fund.
COMPARISON GROUP OF STUDENTS WITHOUT SIXTH GRADE INDICATORS

Philadelphia Sixth Graders with an Early Warning Indicator, Followed through to High School Graduation

% of students who are on-track to graduation

Year in School

6th 7th 8th 9th 10th 11th 12th Graduation + 1 year

~1,200 sixth graders with 90%+ attendance and excellent behavior passed math and English, and scored at or above basic on the fifth-grade PSSA
The Timing of Course Failure Matters

What Factors Predict High School Graduation in the Los Angeles Unified School District?

Silver, D., Saunders, M. (University of California, Los Angeles), Zarate, E. (University of California, Irvine)

* Graduation rates in this report refer to first-time 9th graders in September, 2001 who graduated by June, 2005.
Virtually all students with a “B” average or higher graduate in four years.

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

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

ATTENDANCE MATTERS IN THE MIDDLE GRADES

Figure 3. Graduation Rate by Number of Absences

What Factors Predict High School Graduation in the Los Angeles Unified School District?
Silver, D., Saunders, M. (University of California, Los Angeles), Zarate, E. (University of California, Irvine)
ATTENDANCE MATTERS IN HIGH SCHOOL

Four-Year Graduation Rates by Freshman Absence Rates

GPAs—Not ACT Scores—Are the Strongest Predictor of College Graduation

Students with the SAME ACT SCORE RANGE of 21-23

<table>
<thead>
<tr>
<th>GPA</th>
<th>&lt;2.0</th>
<th>2.0-2.4</th>
<th>2.5-2.9</th>
<th>3.0-3.4</th>
<th>3.5+</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Graduating College Within Six Years</td>
<td>28%</td>
<td>40%</td>
<td>53%</td>
<td>69%</td>
<td>77%</td>
</tr>
</tbody>
</table>

graduate from college at very different rates depending on their high school GPAs:

The University of Chicago Consortium on School Research. See toandthrough.uchicago.edu/data/references for details.
RESEARCH TAKEAWAYS

• ABC success factors and risk factors

• Good News: Students are resilient and usually signal before dropping out.

• Students usually start with one indicator and develop more indicators over time.

• A variety of reasons inside and outside school contribute to students exhibiting indicators.
QUESTION AND DISCUSSION
EARLY WARNING SYSTEMS
CORE IDEAS OF EARLY WARNING SYSTEMS

1. To graduate, college- and career-ready, students need to successfully navigate several key transitions and acquire a set of academic behaviors—they need to learn how to succeed at school.

2. Students signal that they are on- or off-track toward these outcomes through their behaviors.
CORE IDEAS OF EARLY WARNING SYSTEMS

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

4. Using EWS, schools can capture the data that will drive decisions about how best to apply school-wide preventative, targeted, and intensive interventions until students are back on track.
EARLY WARNING SYSTEM

Indicators
- Reliable and valid
- Predictive
- Unique information for action

<table>
<thead>
<tr>
<th>Tier</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>C</td>
</tr>
<tr>
<td>1</td>
<td>C</td>
</tr>
<tr>
<td>10</td>
<td>C</td>
</tr>
</tbody>
</table>

Intervention System
- Tiered interventions (individual, targeted, whole school)
- System for monitoring/follow-up
- Reflective processes

Facilitation and Teams
Early Warning System Implementation

From “A Practitioner’s Guide to Implementing Early Warning Systems” REL Northwest
How do we organize the data into useful information?

How do we respond to the data?
# 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 Behavior</td>
<td>Failing a core course</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 a core course</td>
</tr>
<tr>
<td><strong>College Ready</strong></td>
<td>Greater than 95%</td>
<td></td>
<td>B or Better</td>
</tr>
</tbody>
</table>
**Organize and Analyze ABC Data**

<table>
<thead>
<tr>
<th>Student</th>
<th>Attendance</th>
<th>Behavior (Referrals)</th>
<th>Course Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13-14 year</td>
<td>Sept.</td>
<td>Math Q4</td>
</tr>
<tr>
<td></td>
<td>13-14 year</td>
<td>13-14</td>
<td>Math Sept.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sept.</td>
<td>ELA Q4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ELA Sept</td>
</tr>
<tr>
<td>#John</td>
<td>96%</td>
<td>5 days</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
<td>68%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>77%</td>
</tr>
<tr>
<td>#Adrian</td>
<td>93%</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>88%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>53%</td>
</tr>
<tr>
<td>#Samuel</td>
<td>99%</td>
<td>0, 10 tardy</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14</td>
<td>82%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>55%</td>
</tr>
<tr>
<td>#Erica</td>
<td>81%</td>
<td>5</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>87%</td>
</tr>
</tbody>
</table>
### Organize and Analyze ABC Data

<table>
<thead>
<tr>
<th>Gender</th>
<th>Grade</th>
<th>Absent</th>
<th>Tardy</th>
<th>Present</th>
<th>Suspensions</th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>Soc Stud</th>
<th>Talent Development</th>
<th>Success Highways</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>100%</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>100%</td>
<td>0</td>
<td>C</td>
<td>F</td>
<td>C</td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>97%</td>
<td>0</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>6</td>
<td>10</td>
<td>0</td>
<td>74%</td>
<td>0</td>
<td>B</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>92%</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>98%</td>
<td>0</td>
<td>C</td>
<td>D</td>
<td>C</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>98%</td>
<td>1</td>
<td>B</td>
<td>C</td>
<td>F</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>94%</td>
<td>0</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>97%</td>
<td>0</td>
<td>C</td>
<td>B</td>
<td>F</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>97%</td>
<td>0</td>
<td>C</td>
<td>B</td>
<td>F</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>6</td>
<td>9</td>
<td>2</td>
<td>71%</td>
<td>1</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>6</td>
<td>5</td>
<td>0</td>
<td>87%</td>
<td>0</td>
<td>B</td>
<td>C</td>
<td>A</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Academic Risk Index**
- 60-69%
INTERVENTION APPROACHES AND INITIATIVES
## Map Available Resources

<table>
<thead>
<tr>
<th>Whole School/Classroom</th>
<th>Attendance</th>
<th>Behavior/effort</th>
<th>Course Performance</th>
</tr>
</thead>
</table>
|                        | • Phone call home  
|                        | • Conference with parent  
|                        | • Breakfast for all students | • Student binders  
|                        | • Consistent discipline approach  
|                        | • Incentives/recognition for motivation  
|                        | • Environment focused on safety and student interest  
|                        | • Parent conferences  
|                        | • Parent/family nights  
|                        | • Newsflash updates | • Goal setting for readiness and class grades  
|                        |                        | • Cumulative file review  
|                        |                        | • Class switch  
|                        |                        | Teacher coaching  
|                        |                        | Teacher instructional strategies  
|                        |                        | • Kagan Structures  
|                        |                        | • Graphic organizers  
|                        |                        | • Student buddy system  
|                        |                        | • Step-up to writing  
|                        |                        | • Study Sync – google docs  
|                        |                        | • Flexibility during independent activities  
|                        |                        | • Sentence starters  
|                        |                        | • Chunking assignments  
|                        |                        | • Seating placement  

<table>
<thead>
<tr>
<th>Targeted</th>
<th>Attendance</th>
<th>Behavior/effort</th>
<th>Course Performance</th>
</tr>
</thead>
</table>
|          | • Para-professional  
|          | • After school club (FORT, others)  
|          | • Rachel’s Challenge  
|          | • Group counseling  
|          | • SOAR elective  
|          | • Academic Advisor  
|          | • Proctor monitoring/check-in  
|          | • Independent student contract  
|          | • Universal Access  
|          | • After school tutoring with teacher  
|          | • Homework club with Amy  
|          | • Elective intervention  
|          | • Homework lab  
|          | • Audio books  
|          | • SST learning testing  
|          | • Schedule shifts  

<table>
<thead>
<tr>
<th>Intensive</th>
<th>Attendance</th>
<th>Behavior/effort</th>
<th>Course Performance</th>
</tr>
</thead>
</table>
|           | • Site based individual counseling  
|           | • ERMs  
|           |                        | • Speech therapist  

**NEED, CAPACITY, AND IMPACT**

- Do we have the type of supports that will meet the need?
- Do we have the capacity to meet the size of our need?
- Are we prepared to alter our “business as usual” practices and procedures to change the outcomes we’re currently seeing?
- What impact do we see from the interventions/supports we use?
CHECK AND CONNECT

• **Mentor:** Identify a student who is connected to a trained mentor

• The “Check” component is designed to continually monitor student performance and progress. The mentor reviews ABC data each week.

• The “Connect” component involves the mentor giving individualized attention to students in partnership with other school staff, family members, and community service organizations.

• Long-term commitment – 2 years

• [http://checkandconnect.umn.edu/](http://checkandconnect.umn.edu/)
Success Mentors - NYC

- Targeted at students who are chronically absent
- Trained Success Mentors
  - Are trained to serve as advisors, motivators, connectors, confidence-builders, and monitor early warning systems for chronically absent students at risk of getting off track, both in school and in life.
  - Can be school staff, university students, peers in 11th or 12th grade, community members, professional tutors/mentors

Mentors see students in school at least three times a week and responsibilities include personally greeting students in the morning to make them feel welcomed and noticed, calling home every day a child is absent, and connecting students and families with a wide range of services to help them overcome barriers to success.

MY BROTHER’S KEEPER SUCCESS MENTORS INITIATIVE

Core group of 30 cities across the U.S. who are dedicated to reducing chronic absenteeism
FINDING INFORMATION ABOUT INTERVENTIONS/SUPPORTS

What Works Clearinghouse
• https://ies.ed.gov/ncee/WWC/

Middle School Matters Institute
• http://greatmiddleschools.org/
EWS MEETINGS
Schoolwide Focus on ABCs

Leadership team
- ABC trends
- Process and follow-thru of teams

EWS team/small learning community
- Schoolwide initiatives for prevention, recognition, and support
- Set-up of systems for data analysis/monitoring

Teams of teachers
- Interventions for students
- Culture, relationships, disciplinary strategies, instructional practices

Student support team
- Interventions for students

ABC trends
Process and follow-thru of teams
Schoolwide initiatives for prevention, recognition, and support
Set-up of systems for data analysis/monitoring
Interventions for students
Culture, relationships, disciplinary strategies, instructional practices
Interventions for students
**How Do We Meet Around These Indicators?**

<table>
<thead>
<tr>
<th>Student Range</th>
<th>Effort Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-20 students</td>
<td>An individual counselor, social worker, or graduation coach can lead the effort.</td>
</tr>
<tr>
<td>20-50 students</td>
<td>A dedicated team of staff members acting as a support team can lead the effort to keep students on track.</td>
</tr>
<tr>
<td>50+</td>
<td>Grade-level or small learning community teacher teams will need to play a critical role. In some schools, they are organized and supported by a “graduation” or “EWS” coach.</td>
</tr>
</tbody>
</table>
**Teacher Teams and EWI Meetings**

**EWI Meeting:** An interdisciplinary teacher team meets to coordinate, create, and monitor interventions for students who are exhibiting early warning indicators.

**Tier I Meet about ABCs**

**Attendance, Attendance, Attendance:**
- Rewards and incentives
- Collection and analysis of data

**Maintain a Positive School Climate (Behavior):**
- High expectations/reinforcement
- Discipline procedures
- Increased parental interactions

**Improve Student Achievement (Course Performance):**
- Data-based strategies
- Explicit teaching of skills
- Instructional strategies
GETTING STARTED
## Compile and Use Student Data

<table>
<thead>
<tr>
<th>Student</th>
<th>Attendance</th>
<th>Behavior (referrals)</th>
<th>Course Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sept 09-10</td>
<td>Sept 09-10</td>
<td>Math Sept.</td>
</tr>
<tr>
<td>#John</td>
<td>5 days</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>#Adrian</td>
<td>0</td>
<td>4, 1 Susp.</td>
<td>2</td>
</tr>
<tr>
<td>#Samuel</td>
<td>0, 10 tardy</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>#Erica</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
EXAMINE TRENDS FOR GRADERS AND SCHOOLS

Cohort A
Cohort B
Cohort C
## Map Available Resources

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Tier I Whole School</th>
<th>Tier II</th>
<th>Tier III Most Intensive</th>
</tr>
</thead>
<tbody>
<tr>
<td></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></td>
<td>• Recognition for improved attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MEET ABOUT STUDENTS AND ABC DATA

• Leadership teams
• EWS teams
• Teams of teachers
CONNECT STUDENTS WITH ADULTS

- Success mentors
- Graduation coaches
- Check-in approaches
- Report card conferences
ENCOURAGE PARTNERS TO USE ABC DATA
EARLY WARNING SYSTEM

**Indicators**
- Reliable and valid
- Predictive
- Unique information for action

<table>
<thead>
<tr>
<th>Tier</th>
<th>Percentage</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0%</td>
<td>C</td>
</tr>
<tr>
<td>1</td>
<td>97%</td>
<td>C</td>
</tr>
<tr>
<td>10</td>
<td>74%</td>
<td>B</td>
</tr>
</tbody>
</table>

**Intervention System**
- Tiered interventions (individual, targeted, whole school)
- System for monitoring/follow-up
- Reflective processes

**Facilitation and Teams**

NSAESC
QUESTIONS AND DISCUSSION
Feedback (~5 min):
https://www.surveymonkey.com/r/Center_Webinars

For more information:
www.nationalstudentsuccesscenter.org
Patricia Balana, pbalana@jff.org