

INTRODUCTION TO EARLY WARNING SYSTEMS

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National Student Attendance, Engagement and Success
Center



U.S. Department
of Education
Office of Safe and
Healthy Students

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.

NSAESC

National Student Attendance, Engagement, and Success Center

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.”

EVERYONE
GRADUATES CENTER



JOBS FOR THE FUTURE

NATIONAL CENTER – INITIAL OUTREACH

MBK Success Mentors support network – chronic absenteeism focus

SIG eligible schools – EWS focus including chronic absenteeism

Focused on the 30 cities that are part of the MBK network

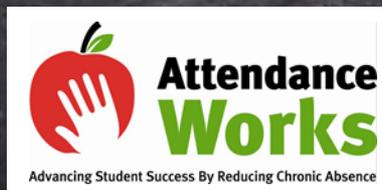
Focused on schools, districts, and states with SIG eligible or priority schools

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





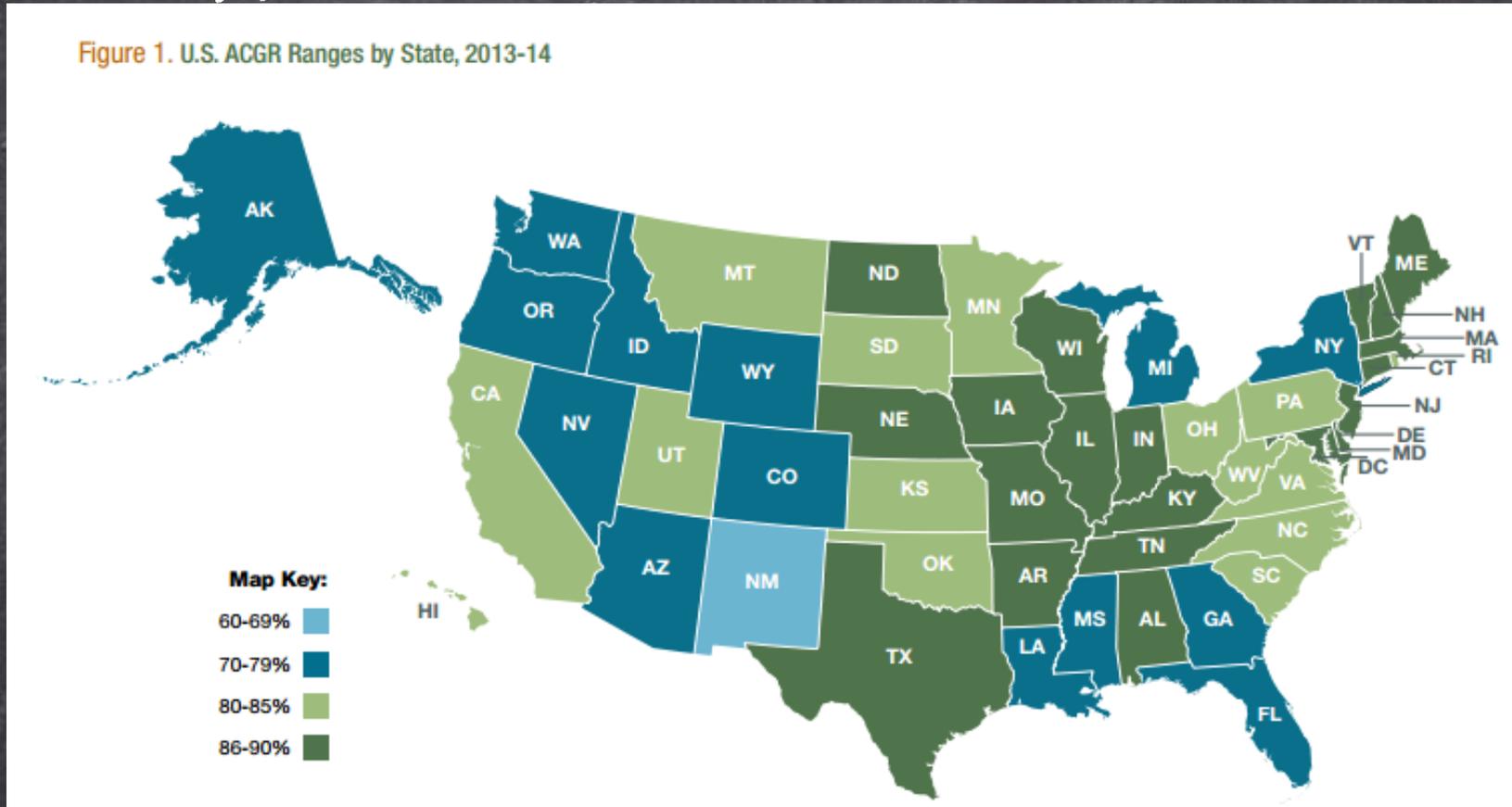
DROPPING OUT OF HIGH SCHOOL MEANS A STUDENT IS MUCH MORE LIKELY TO:

- 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.

HIGH SCHOOL GRADUATION RATE RANGES BY STATE, 2013-14

Figure 1. U.S. ACGR Ranges by State, 2013-14



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

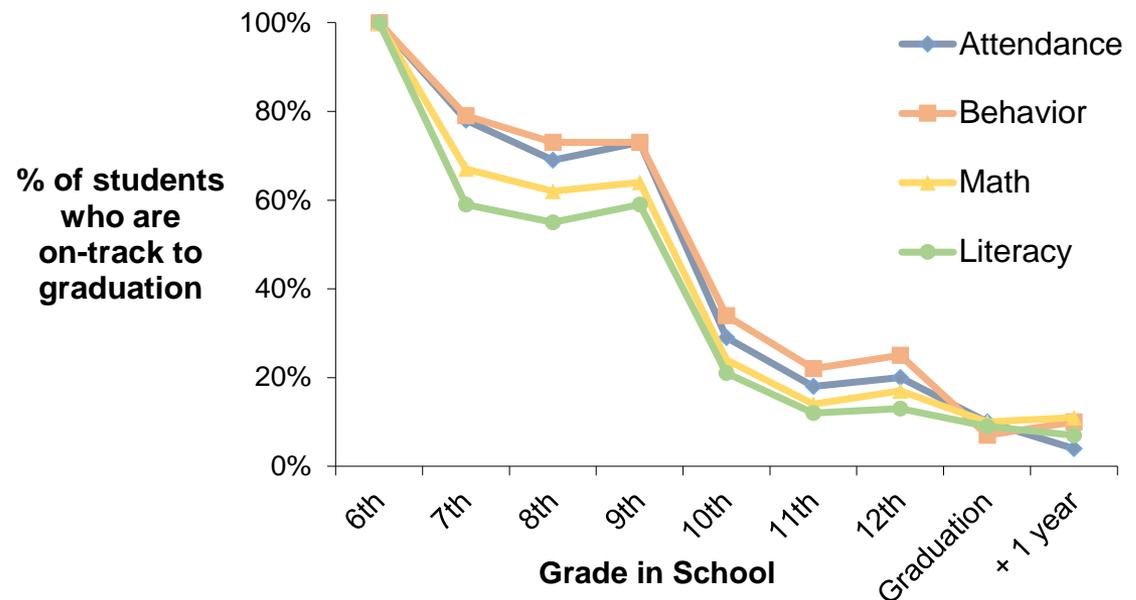
Behavior marks

Course failure

THE POTENTIAL FOR DROPOUT/PUSHOUT CAN BE IDENTIFIED AS EARLY AS SIXTH GRADE

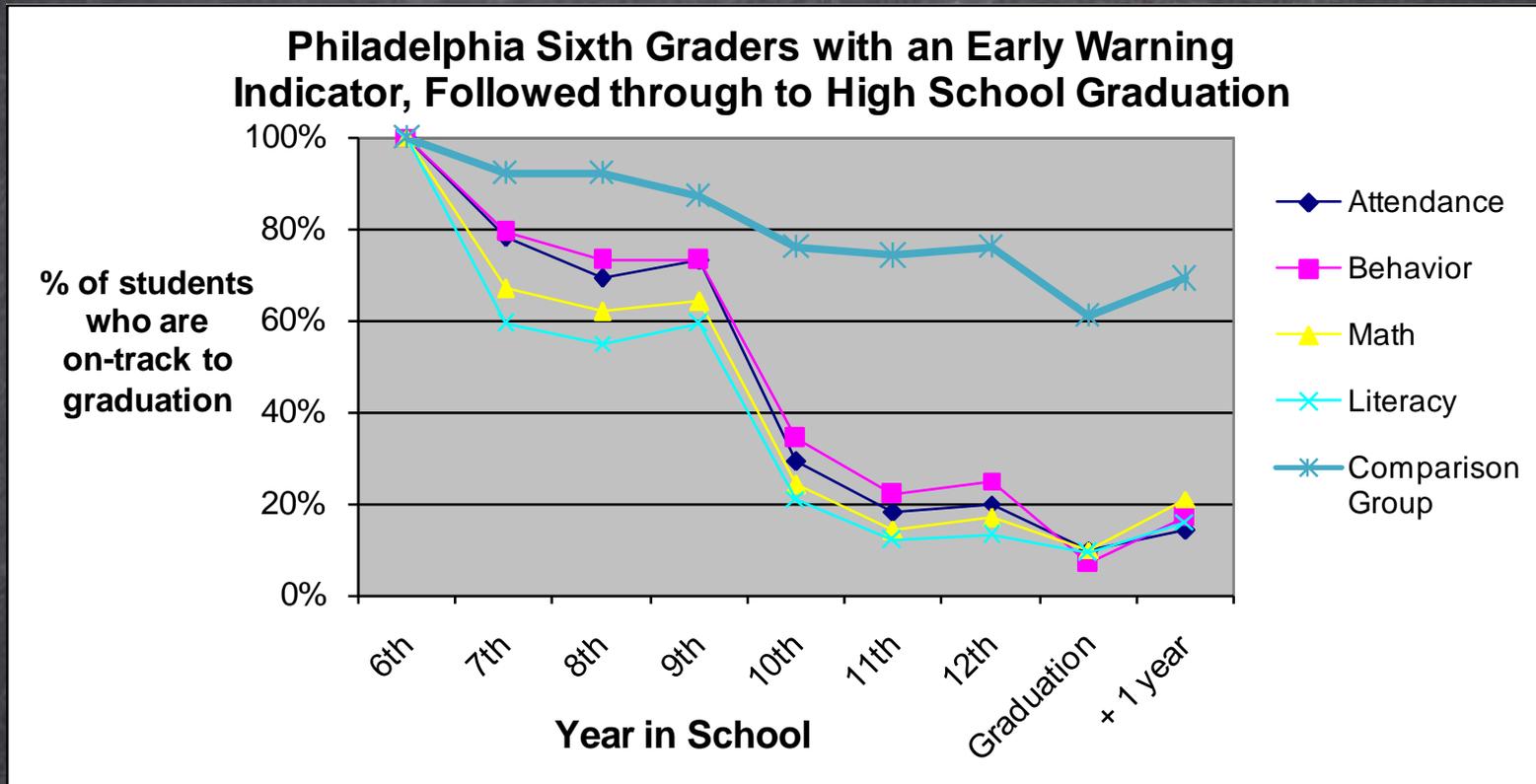
Sixth grade students with one or more of the indicators have only a 10% to 20% chance of graduating from high school on time or within one year of expected graduation

Sixth Graders (1996-97) with an Early Warning Indicator



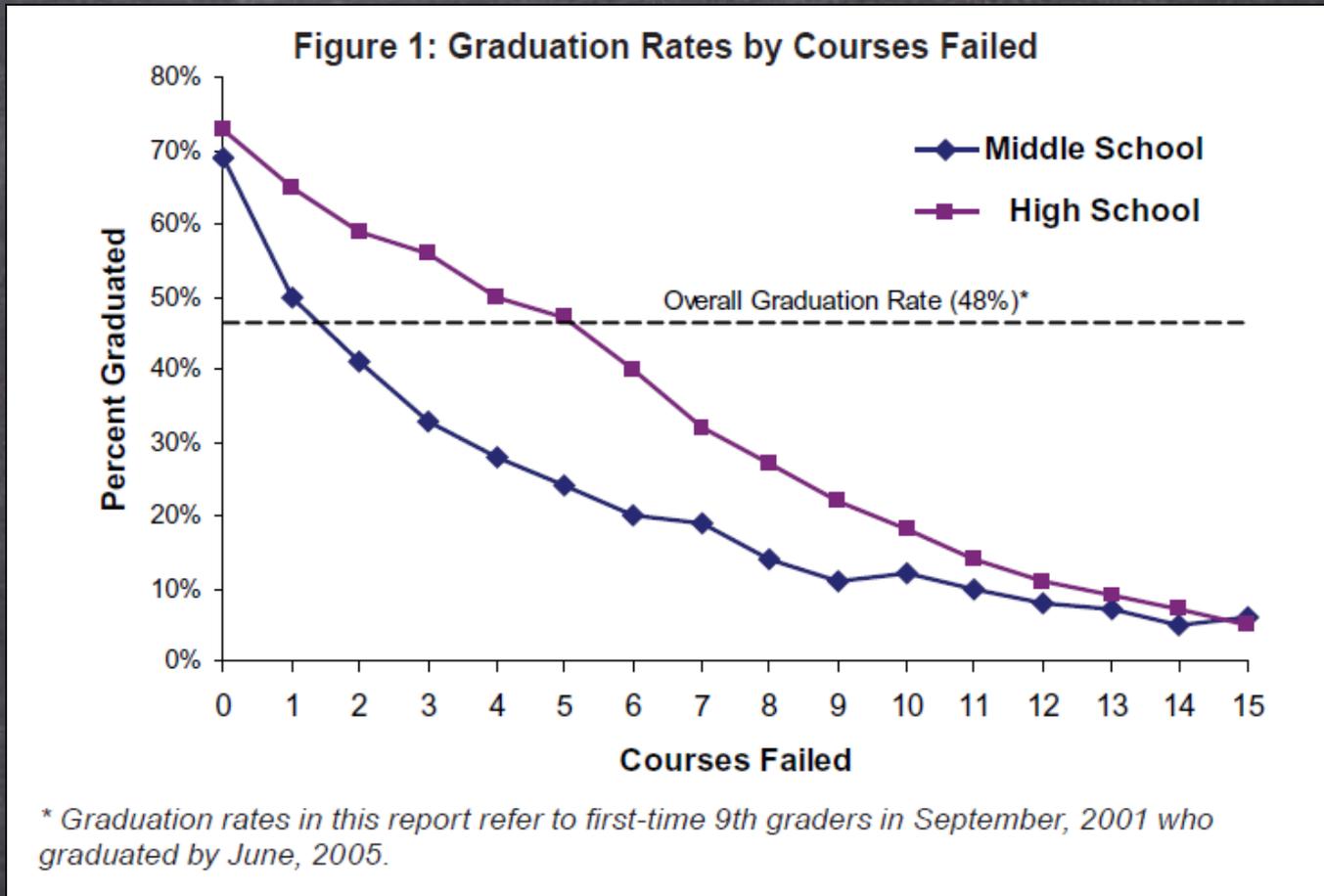
Note: Early Warning Indicator graph from Philadelphia research which has been replicated in 10 cities. Robert Balfanz and Liza Herzog, Center for Social Organization of Schools at Johns Hopkins University; Philadelphia Education Fund

COMPARISON GROUP OF STUDENTS WITHOUT SIXTH GRADE INDICATORS



~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

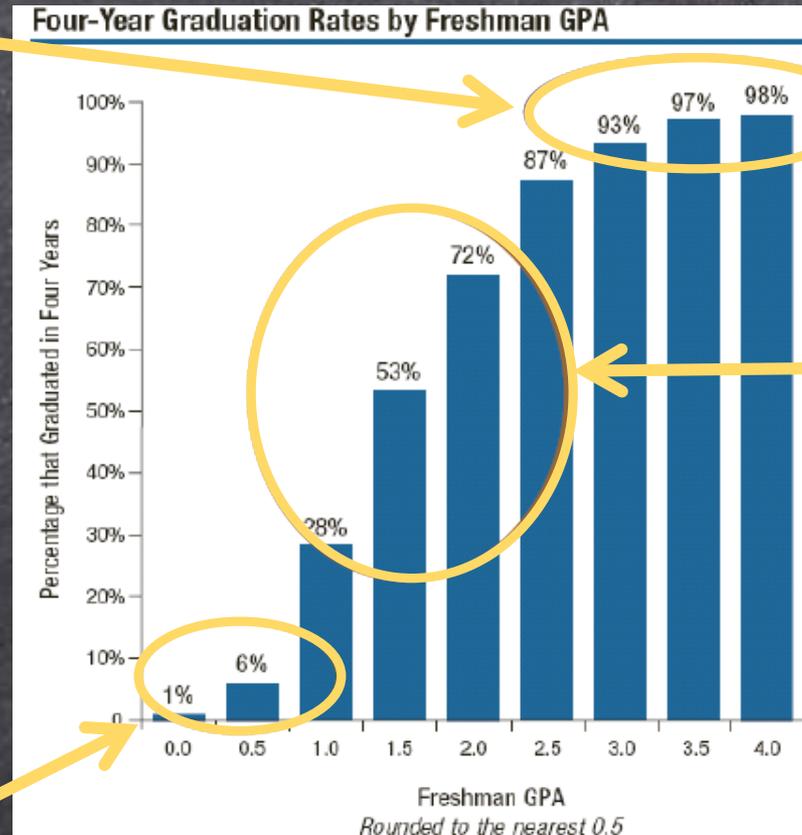


What Factors Predict High School Graduation in the Los Angeles Unified School District?
Silver, D., Saunders, M. (University of California, Los Angeles), Zarate, E. (University of California, Irvine)

FRESHMAN-YEAR GRADES MATTER

Virtually all students with a “B” average or higher graduate in four years

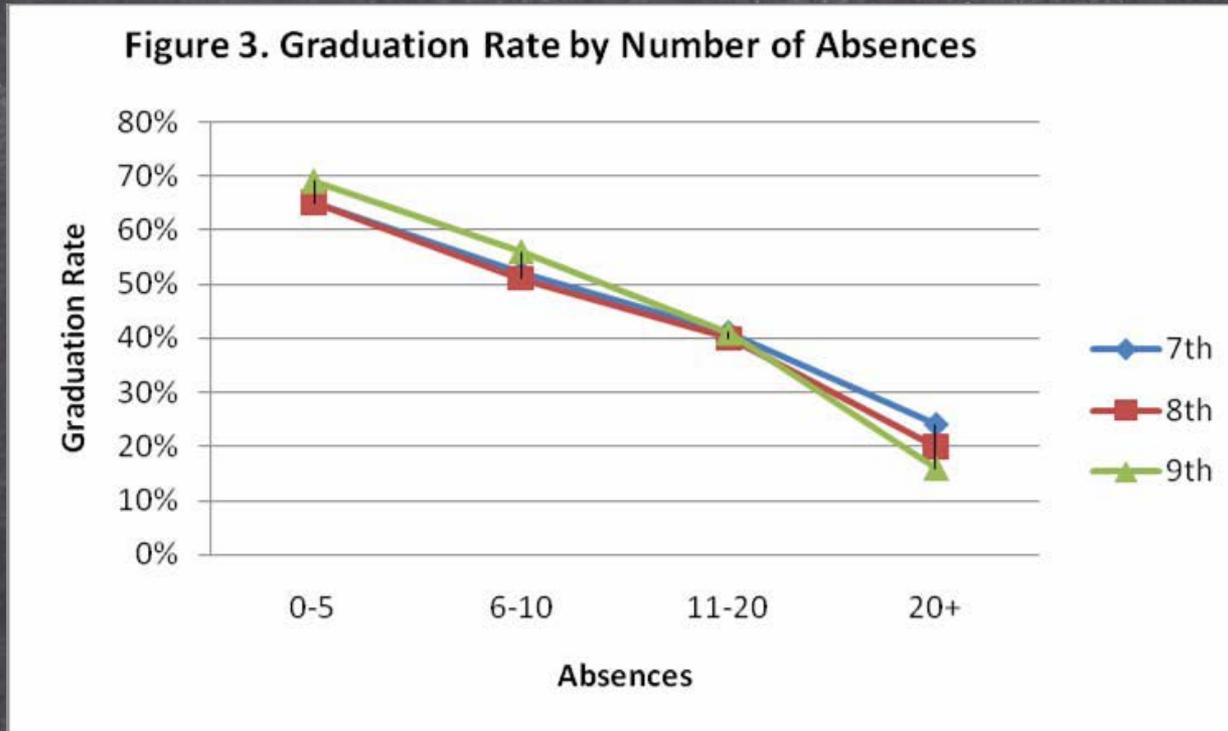
Virtually all students with less than a “D” average fail to graduate



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

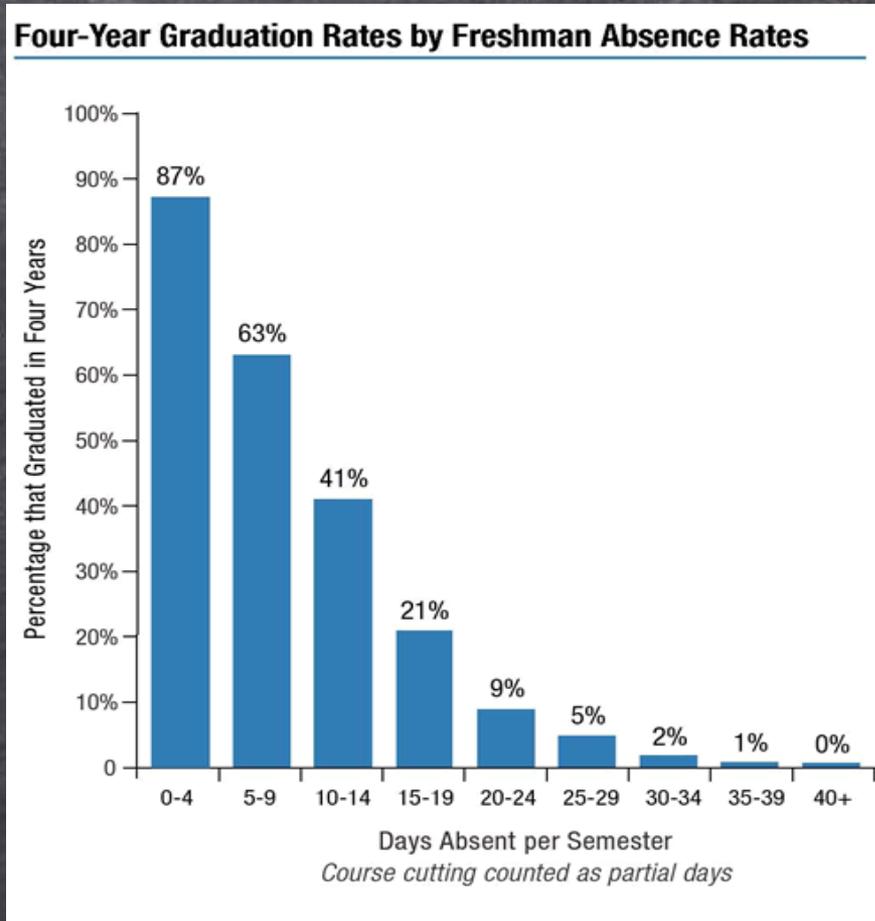
What Matters for Staying On-Track and Graduating in Chicago Public High Schools, Allensworth and Easton, Consortium on Chicago School Research, 2007

ATTENDANCE MATTERS IN THE MIDDLE GRADES



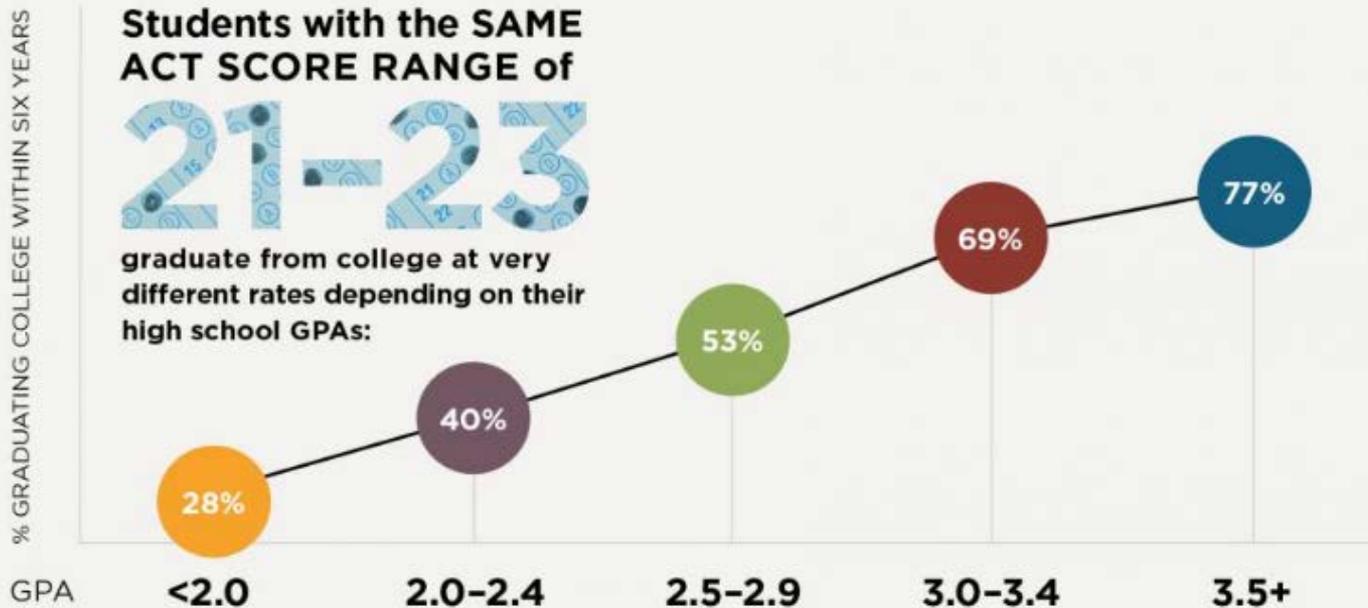
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ATTENDANCE MATTERS IN HIGH SCHOOL



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

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



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

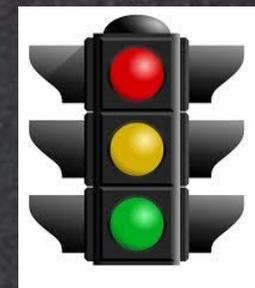
EARLY WARNING SYSTEMS

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

0	0	100%	0	C	F	C	D
1	1	97%	0	C	C	C	D
10	0	74%	0	B	C	C	C

Intervention System

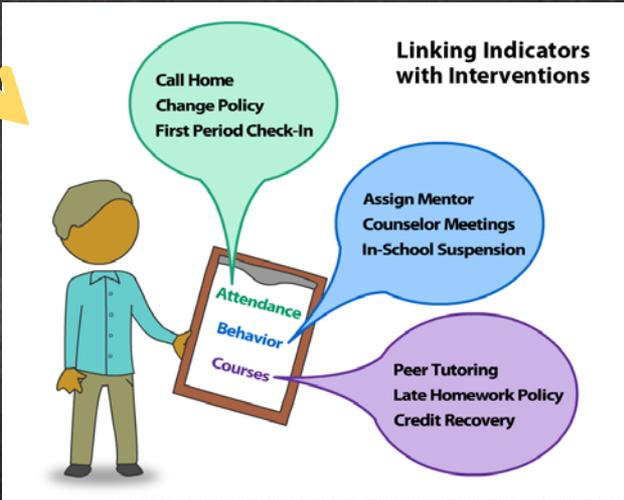
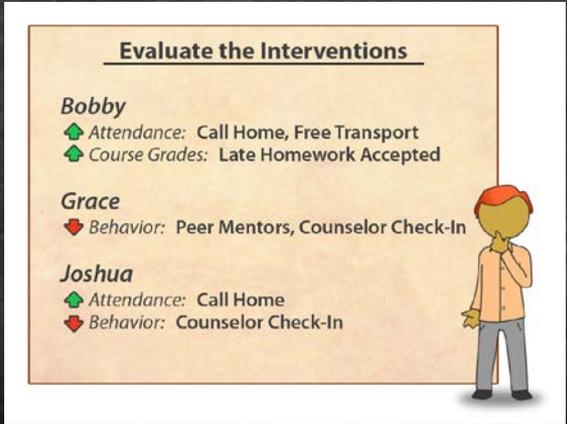
- Tiered interventions (individual, targeted, whole school)
- System for monitoring/follow-up
- Reflective processes



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

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

ORGANIZE AND ANALYZE ABC DATA

Student	Attendance		Behavior (Referrals)		Course Performance			
	13-14 year	Sept.	13-14 year	Sept.	Math Q4	Math Sept.	ELA Q4	ELA Sept
#John	96%	5 days	7	0	B	68%	A	77%
#Adrian	93%	0	2	4, 1 Susp.	A	88%	C	53%
#Samuel	99%	0, 10 tardy	14	2	B	82%	D	55%
#Erica	81%	5	1	1	C	56%	B	87%

ORGANIZE AND ANALYZE ABC DATA

		Talent Development								Success Highways						
Gender	Grade	Absent	Tardy	Present	Suspensions	ELA	Math	Science	Soc Stud	Education	Confidence	Connections	Stress	Well-Being	Motivation	Academic Risk Index
F	6	0	0	100%	0					1	1	1	1	3	1	
M	6	0	0	100%	0	C	F	C	D	1	1	1	2	3	1	60-69%
M	6	1	1	97%	0	C	C	C	D	1	1	2	1	2	1	
F	6	10	0	74%	0	B	C	C	C	3	3	1	1	1	3	
F	6	2	0	92%	0			F	C	3	3	3	3	3	3	
M	6	1	0	98%	0	C	D	C	C	3	3	1	2	2	3	
M	6	1	0	98%	1	B	C	F	C	1	3	3	3	3	3	
F	6	2	0	94%	0	A	A	B	B	2	3	3	3	2	3	
M	6	1	0	97%	0	C	B	F	C	1	1	2	2	3	2	
M	6	1	0	97%	0	C	B	F	C	1	1	2	2	3	2	
M	6	9	2	71%	1	F	F	F	F	1	1	1	1	1	2	80-100%
F	6	5	0	87%	0	B	C	A	B	3	2	2	3	2	3	
M	6	0	0		0											

INTERVENTION APPROACHES AND INITIATIVES

MAP AVAILABLE RESOURCES

	Attendance	Behavior/effort	Course Performance	
Whole School/ Classroom	<ul style="list-style-type: none"> • Phone call home • Conference with parent • Breakfast for all students 	<ul style="list-style-type: none"> • Student binders • Consistent discipline approach • Incentives/recognition for motivation • Environment focused on safety and student interest • Parent conferences • Parent/family nights • Newsflash updates 	<ul style="list-style-type: none"> • Goal setting for ready and class grades • Cumulative file review • Class switch 	<p>Teacher coaching</p> <p>Teacher instructional strategies</p> <ul style="list-style-type: none"> • 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
Targeted		<ul style="list-style-type: none"> • Para-professional • After school club (FORT, others) • Rachel's Challenge • Group counseling • SOAR elective • Academic Advisor • Proctor monitoring/check-in • Independent student contract 	<ul style="list-style-type: none"> • Universal Access • After school tutoring with teacher • Homework club with Amy • Elective intervention • Homework lab • Audio books • SST learning testing • Schedule shifts 	
Intensive		<ul style="list-style-type: none"> • Site based individual counseling • ERMs 	<ul style="list-style-type: none"> • 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/>

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.

<http://www.nyc.gov/html/truancy/html/smc/smc.shtml>

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

HOW DO WE MEET AROUND THESE INDICATORS?

0-20 students	An individual counselor, social worker, or graduation coach can lead the effort.
20-50 students	A dedicated team of staff members acting as a support team can lead the effort to keep students on track
50+	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.

TEACHER TEAMS AND EWI MEETINGS

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

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

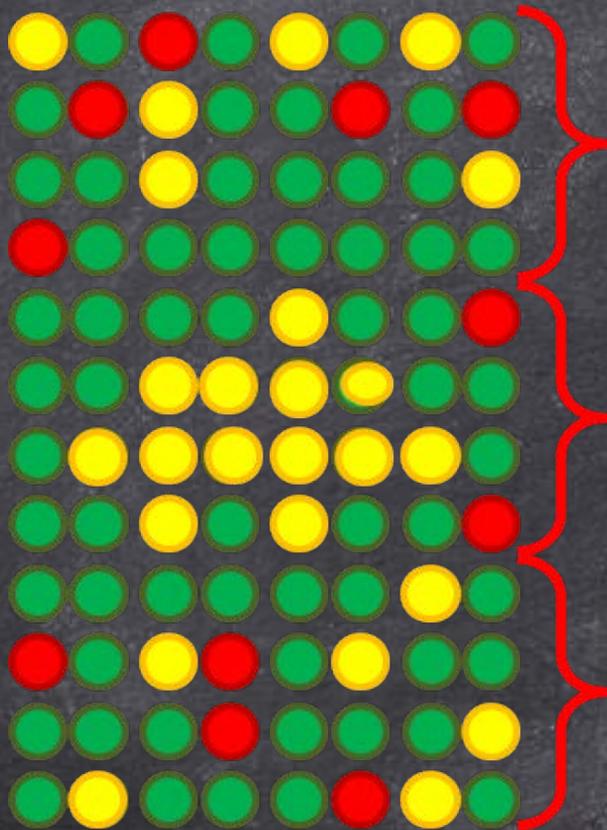


GETTING STARTED

COMPILE AND USE STUDENT DATA

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#Adrian	0	93%	4, 1 Susp.	2	88%	C		53%	C	
#Samuel	0, 10 tardy	99%	2	14	82%	B		55%	D	
#Erica	5	81%	1	1	56%	C		87%	B	

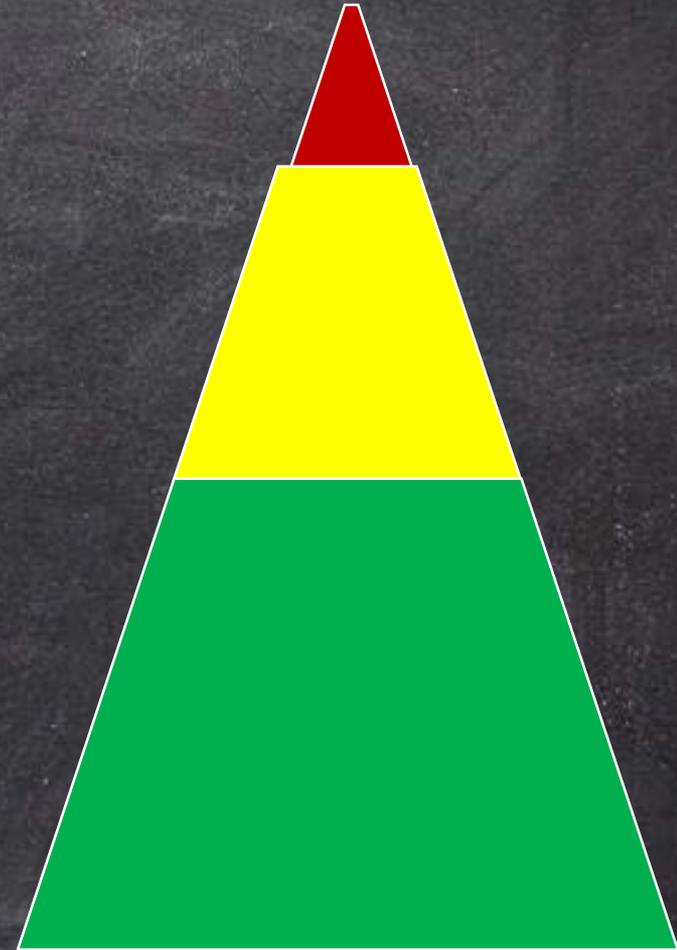
EXAMINE TRENDS FOR GRADES AND SCHOOLS



Cohort A

Cohort B

Cohort C



MAP AVAILABLE RESOURCES

	Tier I Whole School	Tier II	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

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



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10	0	74%	0	B	C	C	C

Intervention System

- Tiered interventions (individual, targeted, whole school)
- System for monitoring/follow-up
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Facilitation and Teams

QUESTIONS AND DISCUSSION

NATIONAL STUDENT ATTENDANCE, ENGAGEMENT, AND SUCCESS CENTER

Feedback (~5 min):

https://www.surveymonkey.com/r/Center_Webinars

For more information:

www.nationalstudentsuccesscenter.org

Patricia Balana, pbalana@jff.org

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