2018 National Convening

May 9–10, 2018
Baltimore, Maryland
Early Warning Systems in Elementary Schools

Donette Hall, Everyone Graduates Center
## Goals

<table>
<thead>
<tr>
<th>Understand</th>
<th>Participants will understand the research and process of EWS in elementary schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine</td>
<td>Participants will examine the differences between elementary and secondary implementation</td>
</tr>
<tr>
<td>Share</td>
<td>Participants will share intervention ideas and plans for implementation</td>
</tr>
</tbody>
</table>
Early Warning Indicators of Student Disengagement—the ABCs

Attendance
Behavior
Course Performance
## Attendance: Showing Up

<table>
<thead>
<tr>
<th>Tracking</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>
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Student Engagement:
- A
- B
- C

2018 NATIONAL CONVENING
# Attendance: Showing Up

## Tracking Data

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### Student Engagement

- A
- B
- C

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National Student Attendance, Engagement, and Success Center
Attendance

Percentage of Class of 2012 Students with an Attendance Indicator by Grade, Marking Period, and Actual Dropout Status

- Grade 1 Marking Period 3:
  - All Students: 19.8%
  - Non-dropouts: 19.1%
  - Dropouts: 36.3%

- Grade 3 Marking Period 1:
  - All Students: 11.7%
  - Non-dropouts: 11.1%
  - Dropouts: 25.2%

- Grade 6 Marking Period 1:
  - All Students: 20.1%
  - Non-dropouts: 18.5%
  - Dropouts: 48.0%

- Grade 9 Marking Period 1:
  - All Students: 31.6%
  - Non-dropouts: 29.5%
  - Dropouts: 63.7%
### Behavior: Social Skills

<table>
<thead>
<tr>
<th>Tracking</th>
<th>Data</th>
</tr>
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<tbody>
<tr>
<td><strong>Off Track</strong></td>
<td>1 or More Suspension(s) and/or Mild Sustained Behavior</td>
</tr>
<tr>
<td><strong>On Track</strong></td>
<td>No Suspensions</td>
</tr>
</tbody>
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- **A**
- **B**
- **C**

**Student Engagement**
### Behavior: Social Skills

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#### Student Engagement

- A
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National Student Attendance, Engagement, and Success Center
Figure 2. Percentage of Class of 2011 Students with a Behavior Indicator, by Grade, Marking Period, and Actual Dropout Status

- Grade 1 Marking Period 3: 0.2% All Students, 0.2% Non-dropping, 0.8% Dropping
- Grade 3 Marking Period 1: 10.9% All Students, 10.1% Non-dropping
- Grade 6 Marking Period 1: 5.2% All Students, 4.1% Non-dropping
- Grade 9 Marking Period 1: 2.0% All Students, 1.5% Non-dropping, 9.1% Dropping
# Course Performance: Doing the Work

<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>

**Student Engagement**

- **A**
- **B**
- **C**
## Course Performance: Doing the Work

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<td>On Track</td>
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</tr>
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<td>College Ready</td>
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### Student Engagement
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- B
- C

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National Student Attendance, Engagement, and Success Center
Course Performance

Figure 3. Percentage of Class of 2011 Students with a Coursework Indicator, by Grade, Marking Period, and Actual Dropout Status

- Grade 1 Marking Period 3: 19.0% All Students, 18.3% Non-dropouts, 0.0% Dropouts
- Grade 3 Marking Period 1: 41.4% All Students, 39.8% Non-dropouts, 1.6% Dropouts
- Grade 6 Marking Period 1: 31.6% All Students, 30.1% Non-dropouts, 1.5% Dropouts
- Grade 9 Marking Period 1: 43.5% All Students, 40.2% Non-dropouts, 3.3% Dropouts

94.9% Dropout rate for Grade 9 Marking Period 1.
A student who can't read on grade level by 3rd grade is *four times* less likely to graduate by age 19 than a child who does read proficiently by that time.

*American Educational Research Association*
Dropouts

Figure 4. Percentage of Class of 2011 Students Identified as Dropouts by Grade, Marking Period, and Actual Dropout Status
On/Off Track in 6th Grade: Matriculation and Graduation
WOW!

- So what do we do?
## Organize that Data into Information

<table>
<thead>
<tr>
<th>Student</th>
<th>Attendance (Sept. 17–18)</th>
<th>Behavior (referrals)</th>
<th>Course Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16–17</td>
<td>16–17</td>
<td>Math Q4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ELA Sept.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ELA Q4</td>
</tr>
<tr>
<td>#John</td>
<td>5 days</td>
<td>0</td>
<td>68%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>77%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>#Adrian</td>
<td>0</td>
<td>93%</td>
<td>88%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4, 1 Susp.</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>#Samuel</td>
<td>0, 10 tardy</td>
<td>99%</td>
<td>82%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14</td>
<td>55%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>#Erica</td>
<td>5</td>
<td>81%</td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>87%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B</td>
</tr>
</tbody>
</table>
Response to Intervention Tiers

**Tier 3** Intensive efforts involving specialists (counselors, social workers, etc.) for the 5–10 percent of students who don’t respond to other supports

**Tier 2** Target interventions for those who develop an indicator despite schoolwide prevention efforts

**Tier 1** Schoolwide programs aimed at preventing 75 percent of students from developing any of the ABC indicators
What It Looks Like in EWS
Tiered Interventions
Tiered Interventions and Early Warning Systems

Ensuring Tier I is effective

• Opening strong
• Implementation (monthly or quarterly)
• Continued reflective practice and monitoring to ensure effectiveness

Using data to identify students for Tiers II and III

• Common data reviewed regularly
• Early warning indicator meetings
• Monitoring interventions
Sample Resource Map—Tier 1

- Grade 2:
  - Data folders
  - Attendance tracking
  - Meet the teacher
  - Student handbook
  - Schoolwide attendance incentive
  - Weekly newsletter
  - Big bucks
  - Leader of the quarter
Need a System to Prevent and Respond

- Tiers II and III
- EWI meetings: process for finding and determining interventions
- Other intervention processes
Sample Resource Map—Tiers II and III

- **II**
  - Parent interaction
  - 1:1 conversation
  - Go club
  - Change seats

- **III**
  - Case management
  - Parent conference
  - Social worker
  - Wraparound services
EWI Meeting

- Process
- Roles
EWI Meetings

**Goal:** To coordinate and create interventions for students who are exhibiting early warning indicators and closely monitor their progress so that students are successful.
Intervention Review

Indicator of Focus

- Attendance: 25
- Behavior: 17
- Course Performance: 15
- Attend/Class: 7
- Bel/Course: 3
- All 3 Indicators: 1
- Watch List: 25

Champions

- All teachers: 8%
- AP: 1%
- CIS: 4%
- ELA/Math Coach: 2%
- Counselor: 28%
- STF: 1%
- Social Worker: 5%
- Principal: 2%
- Parent Coordinator: 3%
- Nurse: 1%
- CY: 6%
- Teacher: 39%

Interventions

- Check-in: 22%
- Call home: 19%
- Letter home: 10%
- Staffing: 10%
- Parent Conference: 4%
- Counseling at school: 3%
- Tutoring: 3%
- Social Services: 3%
- Child Study Team: 2%
- Personal conference: 24%
Intervention Review

Indicator of Focus

- Attendance: 25
- Behavior: 17
- Course Performance: 15
- Attend/Course: 7
- Beh/Course: 3
- All 3 indicators: 1
- Watch List: 25
Intervention Review

CHAMPIONS

- Teacher: 39%
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- CIS: 4%
- ELA/Math Coach: 2%
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- Social Worker: 5%
- Principal: 2%
- Nurse: 1%
- Parent Coordinator: 3%
- CY: 6%
So What’s the Difference?

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABCs</td>
<td>ABCs</td>
</tr>
<tr>
<td>Process</td>
<td>Process</td>
</tr>
<tr>
<td>Teacher teams</td>
<td>Teacher Teams</td>
</tr>
<tr>
<td>– Single expert</td>
<td>– Multiple experts</td>
</tr>
<tr>
<td>Interventions</td>
<td>Interventions</td>
</tr>
<tr>
<td>– Varied resources</td>
<td>– Resources</td>
</tr>
<tr>
<td>– Relationship focused</td>
<td>– Relationship focused</td>
</tr>
<tr>
<td>– Face to face w/ parent(s)</td>
<td>– Phone calls</td>
</tr>
</tbody>
</table>
Self Assessment

- Complete the checklist with Yes or No in the first column to determine where your school is in the process of implementing an early warning system (EWS).
- Look at the main areas and determine which one will be the focus for your school to start or enhance the EWS process.
Planning Time

- On chart paper, list the area(s) of need you have selected for your school.
- What steps are you going to take when you return to your school to make this happen? Be sure to include:
  - Goal
  - Steps with Champions
  - Timeline
Questions?
Thank you for attending this session!

Donette Hall
dhall@jhu.edu
Organizations that we work with:

Attendance Works: http://www.attendanceworks.org

MENTOR: http://www.mentoring.org

My Brother’s Keeper Alliance: https://www.mbkalliance.org