2018 National Convening

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Introduction to Early Warning System (EWS)

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Think of a student you have—one you suspect will drop out one day. Why?
Share that story with your elbow partner.
Are any of your students harming themselves because of their actions?
Is this happening to any of your students, leaving them with little/no control?
Early Warning System
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.
Students signal that they are on or off track toward these outcomes through their behaviors.
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 through school and beyond.
Using EWS, schools can be organized to apply schoolwide preventative, targeted, and intensive interventions until students are on track.
Early Warning System
A schoolwide system of teacher teams that utilizes research-based predictors (indicators) of student success to coordinate and implement tiered interventions
A school wide system of teacher teams that coordinate and implement tiered interventions based on research-based predictors (indicators) of student success.
Schoolwide system of tiered interventions
A school wide system of Teacher teams coordinate and implement Tiered Interventions.
A schoolwide system of teacher teams that utilizes research-based predictors (indicators) of student success to coordinate and implement tiered interventions
Building a Case Study

Name

3 Issues/Problems

2 Strengths
A schoolwide system of teacher teams that utilizes research-based predicators (indicators) of student success to coordinate and implement tiered interventions.
A school-wide system of teacher teams that utilizes research-based predictors (indicators) of student success to coordinate and implement tiered interventions.

ABCs

Research-based predictors (indicators) of student success
The ABCs

From Groundbreaking to Skyscraping
Attendance
Behavior
Course Performance

ABCs
ABCs

Attendance

Behavior

Course Performance

SHOW UP

ACT RIGHT

DO THE WORK

ENGAGEMENT

DIS-ENGAGEMENT
Back to Our Case Studies

How many days did they miss last year (or so far this year)?

How many referrals or behavioral incidents (of any kind)?

How many classes failed or currently failing (which ones)?
On/Off Track in 6th Grade: Matriculation & Graduation

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National Student Attendance, Engagement, and Success Center
On/Off Track in 6th Grade: Matriculation & Graduation
On/Off Track in 6th Grade: Matriculation & Graduation
52% without an EWI
48% with an EWI
48% with an EWI
On/Off Track in 6th Grade: Matriculation & Graduation

![Graph showing the percentage of students on and off track in each grade from 6th to 12th, with a focus on the transition to 7th grade.](image-url)
1997 and they are in 6th grade
On/Off Track in 6th Grade: Matriculation & Graduation
1998 and they should be in 7th grade
1999 and they should be in 8th grade
2000 and they should be in 9th grade
2001 and they should be in 10th grade
2002 and they should be in 11th grade
2003 and they should be in 12th grade
2004 and graduation
On/Off Track in 6th Grade: Matriculation & Graduation

![Graph showing on/off track rates from 6th to 12th grade and graduation.](image-url)
Skyscraping

On your table, there is a chart/graph/table/paragraph.

Two questions for you to answer:

What does it say?

Why does it matter to your school?

Now, find three other people with different pieces of data:
- Share your data with your new group
- One takeaway from your group
The ABCs are a call to ACTION!!
Thank you!

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Organizations that we work with:

Everyone Graduates Center: http://new.every1graduates.org

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

MENTOR: http://www.mentoring.org

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

Jobs for the Future: http://jff.org