Early Warning Systems (EWS)

Early Adopters & Learning Summit

November 5 – 6, 2013
Dallas, Texas

Welcome

Robert Balfanz
Everyone Graduates Center at Johns Hopkins University

November 5, 2013

DAY 1

Early Warning Systems
Early Adopters Learning Conference

- **Goal 1**: Bring early adopters of early warning systems together to learn from them, and so that they can learn from each other.

- **Goal 2**: Work to establish a Community of Practice that can advance and enhance early warning systems so they can become a powerful tool to advance **all** students through the middle grades to high school prepared for advanced academic work and from high school graduation to college and post-secondary training and ultimately adult success

Who is Here?

- Teams of educators from schools, districts, and states that have implemented early warning systems

- Community Organizations that use early warning systems in their work with schools

- Organizations that have helped disseminate and spread early warning systems

- Researchers who have done foundational work on indicators and evidence based interventions

- Other Interested Parties- foundation, policy and advocacy organizations etc.

Conference is Organized into Three Sessions

Tuesday, November 5th

Afternoon Session:

- Enhancing and Advancing Early Warning Indicators

Wednesday, November 6th

Morning Session:

- Implementation Opportunities and Challenges

Afternoon Session:

- Building Prevention/Intervention Systems

The Sessions are Organized around Guiding Questions

- **Indicators** - How can we make early warning or predictive indicators of student success more useful to practitioners and more impactful on student progress?

- **Implementation** - What have been the biggest challenges to implementing early warning systems in states, districts, and schools, and how have or how can these challenges be overcome?

- **Intervention** - How can we design evidence-based, prevention/intervention systems that are responsive to the scale, depth, and variation of identified student needs?

Flow of Each Session

- Panel Discussion to Provoke Thought

- Small Group Discussions between Early Adopters to Share Insights

- Whole Group Discussion to Help Identify What New Users of Early Warning Systems Need to Know

John Bridgeland
Civic Enterprises

November 5, 2013
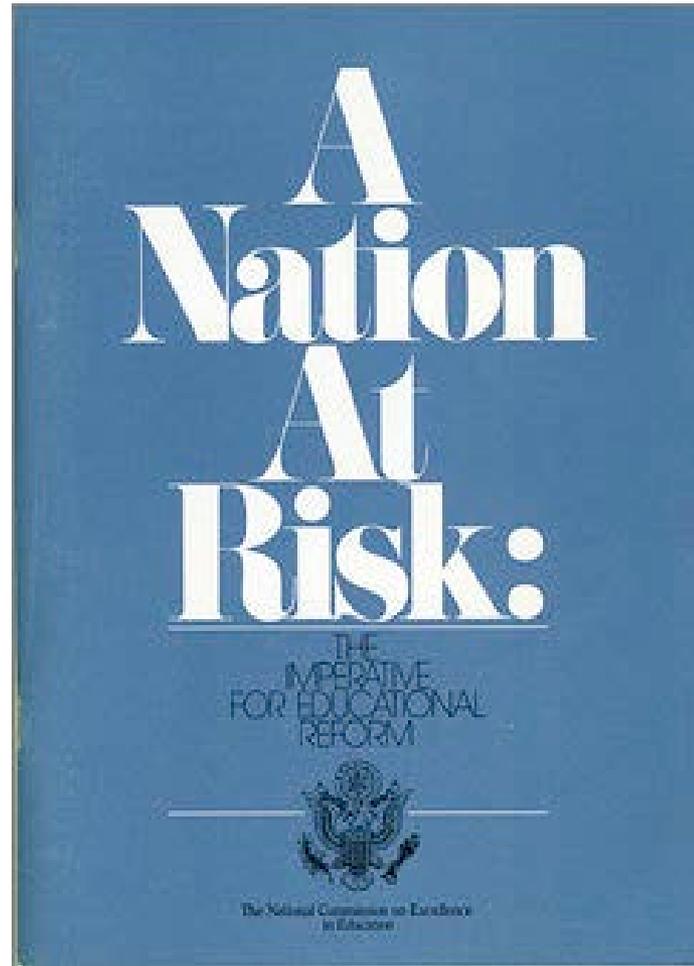
National Movement

Clear Goal. Clear Plan.

Civic Marshall Plan

Pre-K through Middle Grades

- Grade-Level Reading
- Chronic Absenteeism
- Early Warning Indicator and Intervention Systems
- The Middle Grades
- Adult and Peer Supports

High School

- Transition Supports
- Effective Schools
- Compulsory School Age
- Pathways to College and Career
- Dropout Recovery

Progress

U.S High School Averaged Freshman Graduation Rates (AFGR), 2006-2020

◆ Actual AFGR

◆ Projected AFGR if 2006-2010 Average Annual Rate of Change is Maintained

Challenge

Already 90%

On pace to reach 90%

Need to further accelerate progress to reach 90%
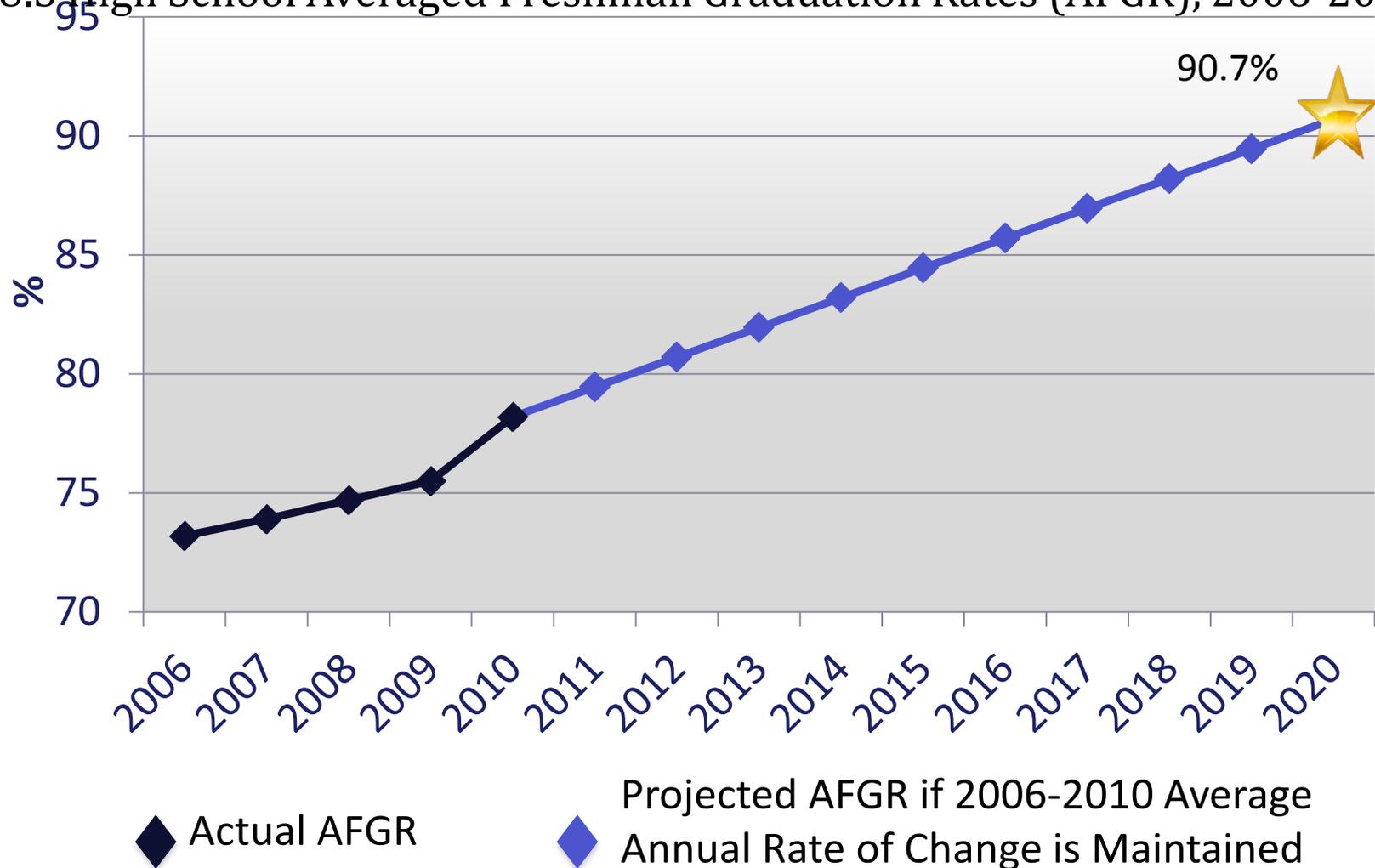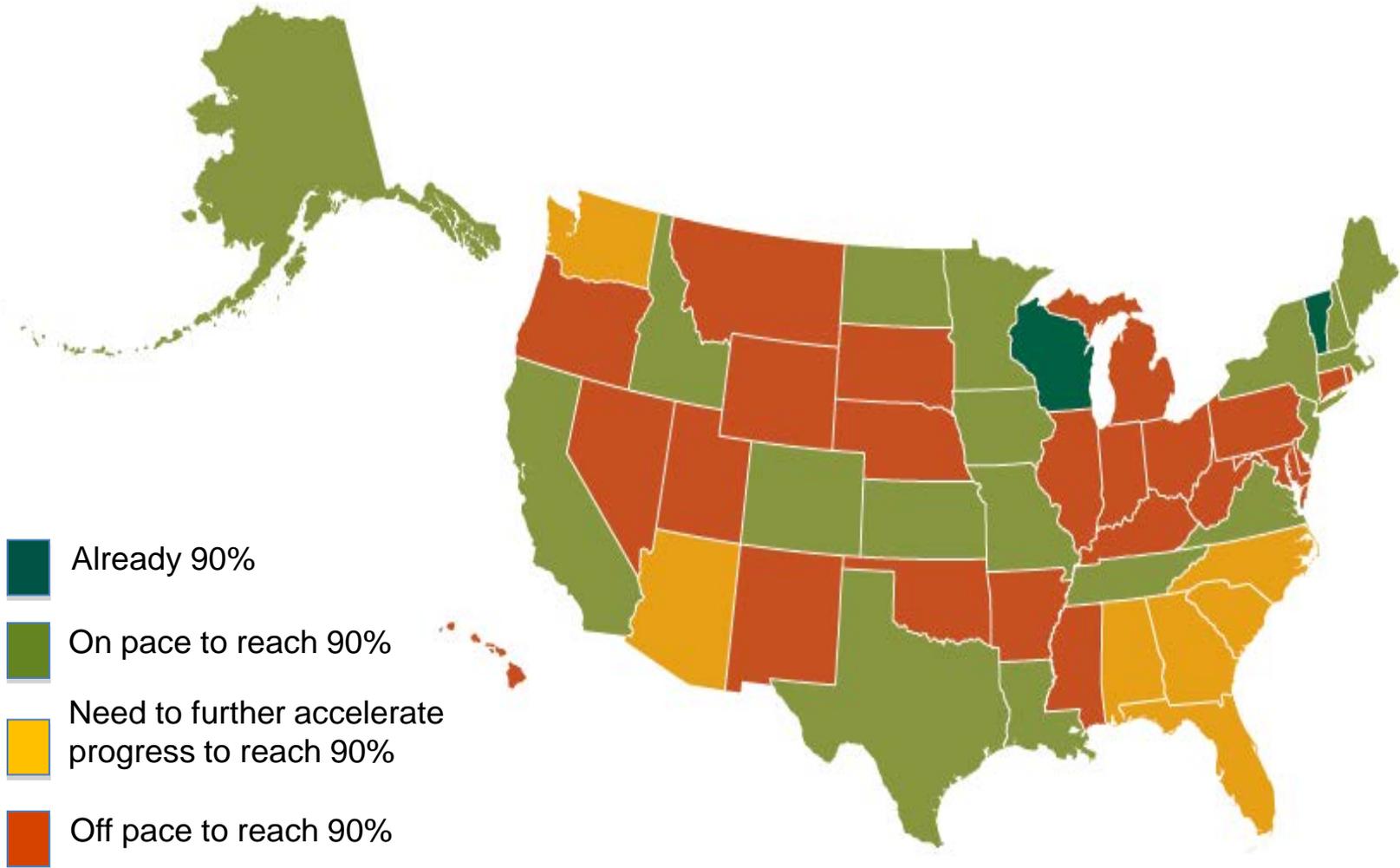
Off pace to reach 90%

States on and off pace to reach 90% high school graduation rates, as Measured by Averaged Freshman Graduation Rate (AFGR)

On Track for Success

- ✓ At its time, the first national assessment of EWS at the district, state, and national levels
- ✓ Site visits and interviews in 16 districts and communities and 7 states
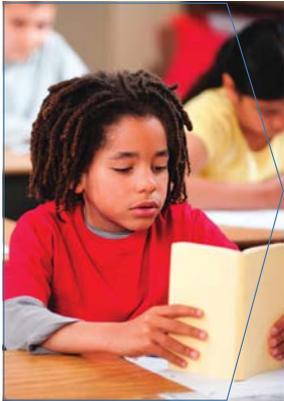
The Use of Early Warning Indicator and Intervention Systems to Build a Grad Nation

EVERYONE GRADUATES CENTER

CIVIC ENTERPRISES

Sponsored by at&t

Shelbyville, Indiana
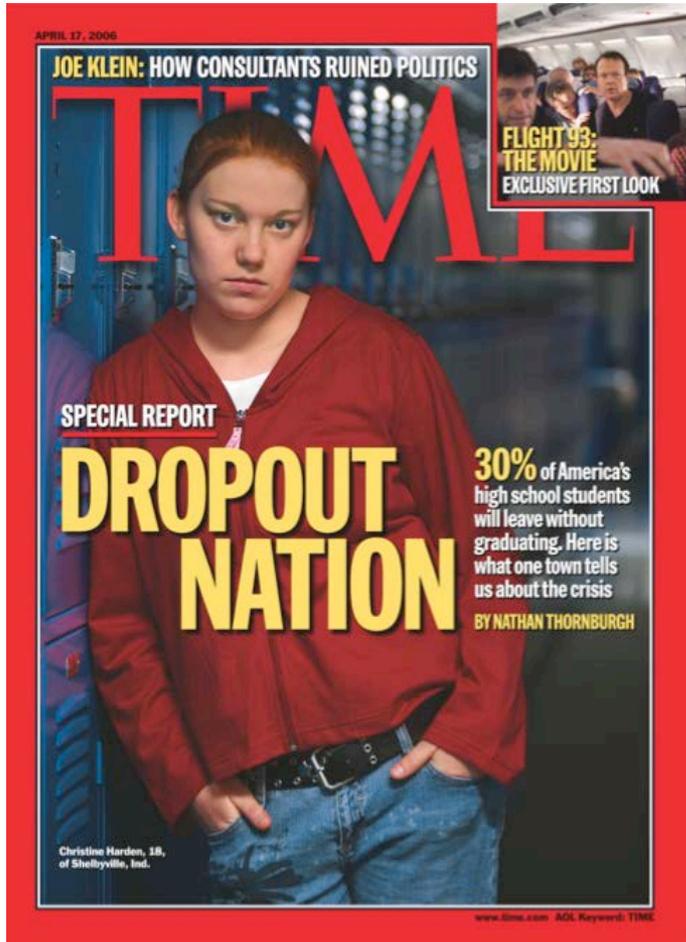
- In 2006, TIME poster school for dropout

- Created "Every Student Counts" culture

- Early warning data, teacher-counselor-administrator collaboration, sustained student supports, alternative pathways

- By 2011, 90% graduation rate

George W. Bush Presidential Center
Early Warning Systems
Early Adopters Learning & Sharing Summit

Towards a System of Indicators:

Current Research on Predictive Indicators of Student Success

Moderator:
Robert Balfanz

Panelists:
Julia Gwynne
University of Chicago Consortium on School Research

Mindee O'Cummings
American Institutes for Research

Milbrey McLaughlin
Johns W. Gardner Center, Stanford University

November 5, 2013

Middle Grade Indicators of High School Readiness

By Elaine Allensworth

Julia Gwynne

Paul Moore

Marisa de la Torre

Goals of this project

- Determine which middle school indicators are most predictive of high school readiness

  - High school outcomes: passing 9th grade classes, earning As and Bs, and meeting ACT benchmarks

  - Middle school indicators: 6th - 8th grade GPA, attendance, test scores, study habits, grit, discipline records, background characteristics

- Determine whether high school readiness is a function of middle/high schools attended

- Identify who is successful and who is at risk of not meeting these objectives

- Investigate the degree to which student performance on indicators changes during the middle grades

Middle grade indicators of being on-track and passing classes in 9th grade

- **Best prediction: middle grade GPA + attendance**
  - Students at high risk of being off-track have GPAs below 2.0 and are chronically absent

  - **Chronic absenteeism in grades 5-8 is a signal that students are likely to fail in high school**

  - Test scores, background, discipline, and non-cognitive skills don't further improve prediction

- Many students who are off-track cannot be identified based on middle grade performance - need for 9th grade monitoring

Percent of students who are on-Track in 9th grade by 8th grade GPA and attendance

Average Attendance by 8th Grade Core GPA

	N	Low Att	Avg Att	High Att
$3.0 \leq GPA \leq 4.0$	6396	94%	97%	100%
$2.0 \leq GPA < 3.0$	8468	90%	95%	100%
$1.0 \leq GPA < 2.0$	4139	85%	92%	99%
$0.0 \leq GPA < 1.0$	960	73%	85%	98%

Probability of being On Track in 9th Grade

8th-grade Core GPA

- ◆ High Attendance
- ■ Average Attendance
- ▲ Low Attendance

Data points:
- $0 \leq GPA < 1.0$: 33.7 (High), 22.0 (Avg), 13.8 (Low)
- $1.0 \leq GPA < 2.0$: 58.0 (High), 44.5 (Avg), 32.2 (Low)
- $2.0 \leq GPA < 3.0$: 79.7 (High), 69.5 (Avg), 57.2 (Low)
- $3.0 \leq GPA \leq 4.0$: 95.9 (High), 92.0 (Avg), 85.4 (Low)
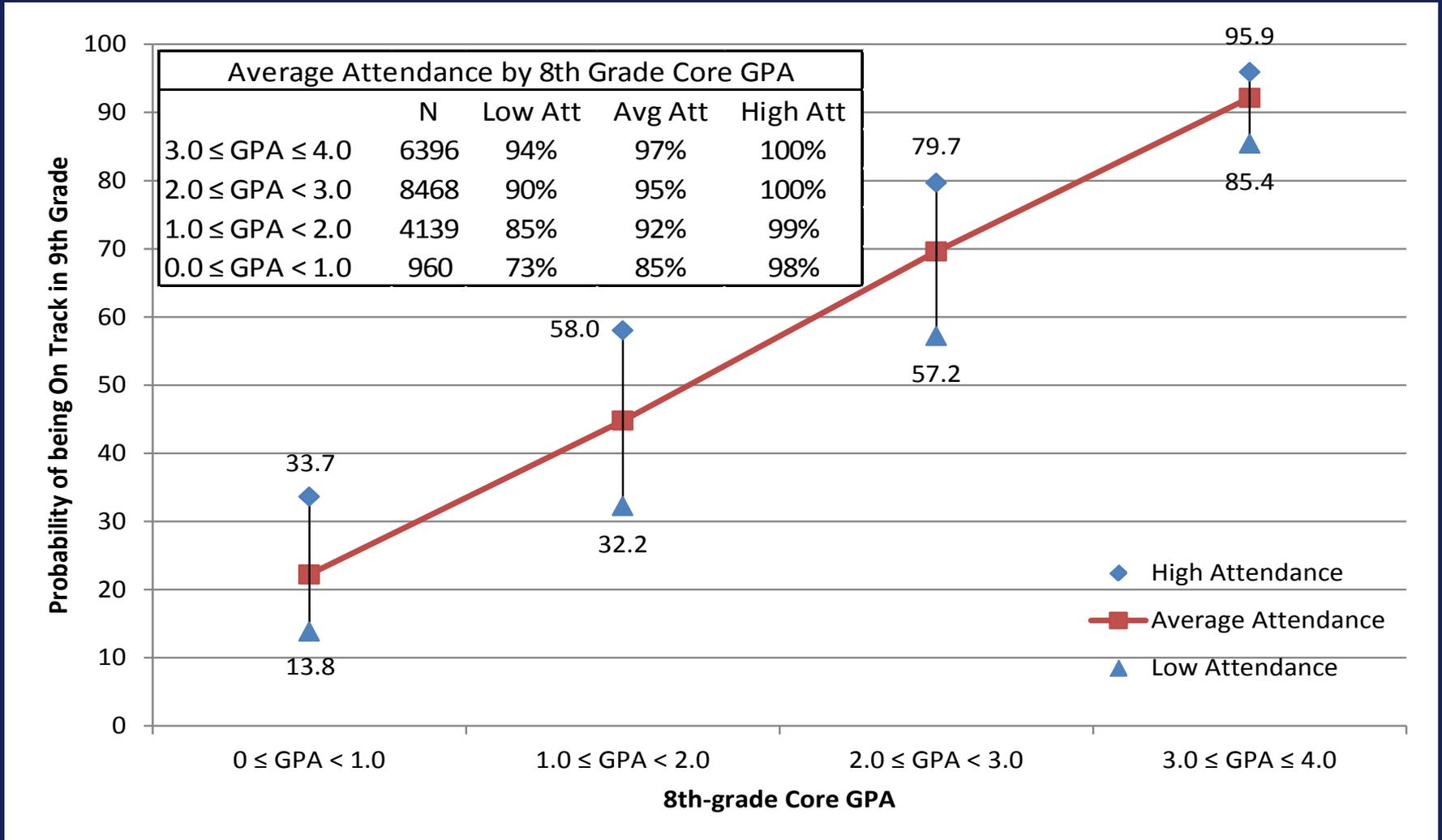
Percent of students who are on-Track in 9th grade by 8th grade GPA and test scores

# Middle grade indicators of earning B or better in 9th grade classes

- **Best prediction: 8th grade GPA and either attendance or test scores**
  - **Only students with a 3.0 or better in 8th grade have at least a 50-50 chance of earning a B or better in 9th grade**
  - Among those with A/B averages in middle school, test scores and attendance further differentiate
  - Background characteristics, discipline, and non-cognitive skills don't further improve prediction much

Percent of students earning Bs or better in 9th grade by 8th grade GPA and attendance

Average Attendance by 8th Grade Core GPA

	N	Low Att	Avg Att	High Att
3.0 ≤ GPA ≤ 4.0	6396	94%	97%	100%
2.0 ≤ GPA < 3.0	8468	90%	95%	100%
1.0 ≤ GPA < 2.0	4139	85%	92%	99%
0.0 ≤ GPA < 1.0	960	73%	85%	98%

Y-axis: Probability of Earning As or Bs in 9th Grade Core Classes

X-axis: 8th-grade Core GPA

Data labels: 58.5, 38.1, 20.5, 9.9, 6.5, 2.9

Legend:
- ◆ High Attendance
- ■ Average Attendance
- ▲ Low Attendance
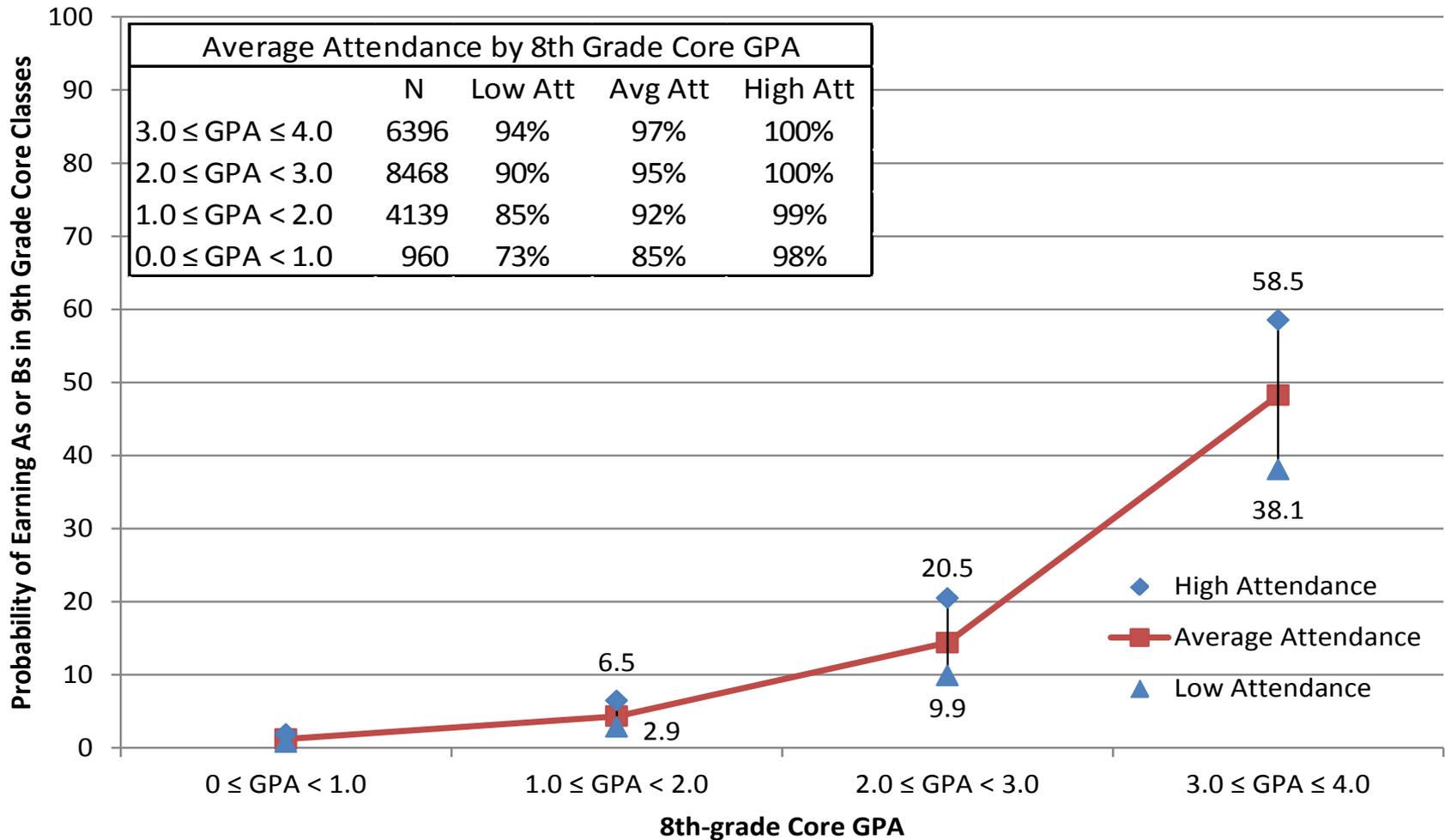
Percent of students earning Bs or better in 9th grade by 8th grade GPA and test scores (math ISAT)
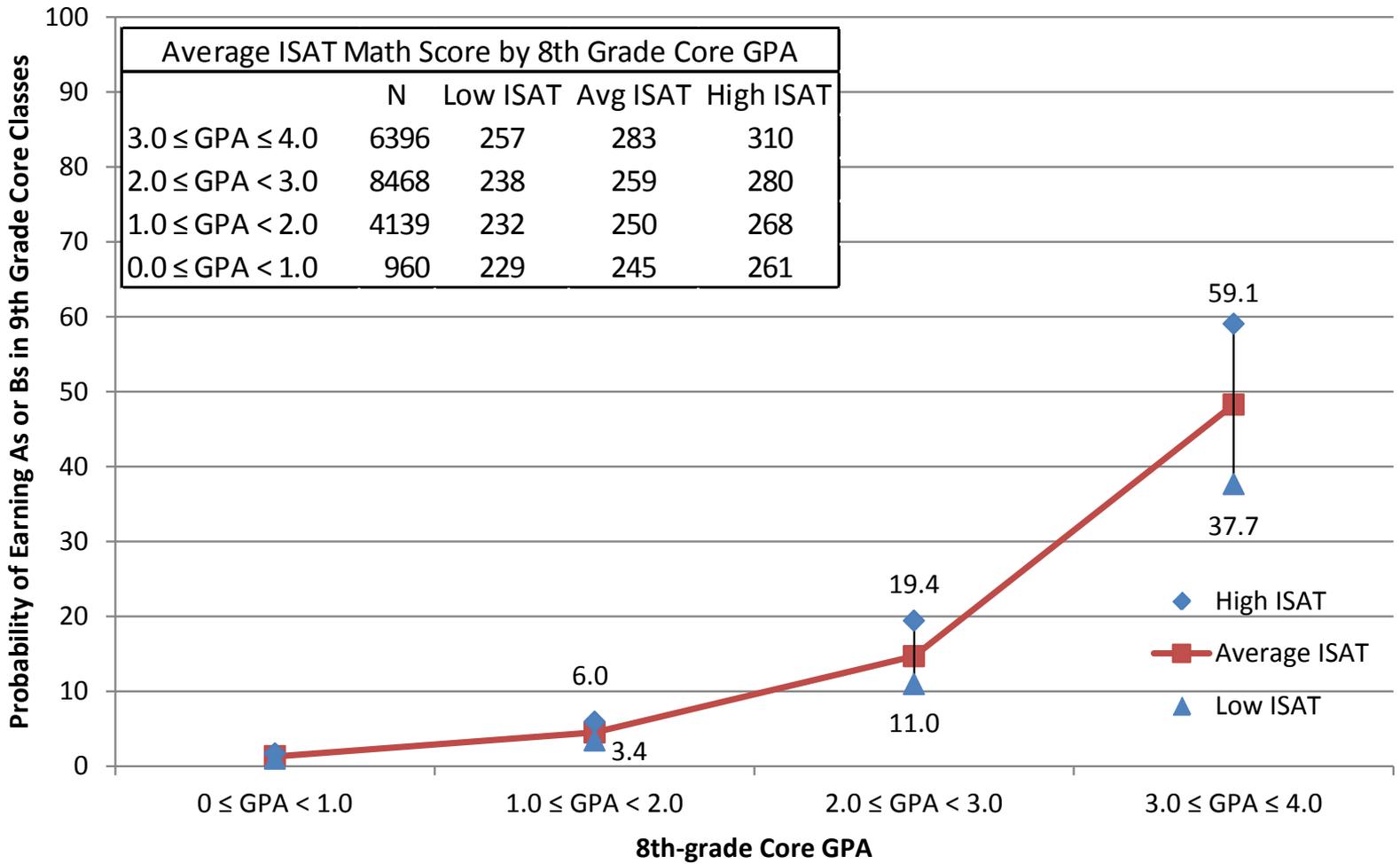
Middle grade indicators of meeting the ACT benchmarks in high school

- **Best prediction:** Prior test scores in any grade, any subject
  - Prior scores strongly predictive: 90% correct classification
    - 7th and 6th grade test scores almost as predictive as 8th grade (little variation in growth)
    - Cross-subject scores almost as predictive as same-subject scores (measuring similar underlying academic skills)
  - Grades, attendance, background characteristics, discipline, and non-cognitive skills don't further improve the prediction much
- Most students have less than a 10% chance of reaching the benchmarks
  - What does that mean for intervention when everyone is highly likely to fail?

Percent of students scoring at the benchmark on 10th grade test by 8th grade scores

Eighth Grade Math ISAT (2009 Standards)		Eighth-Grade Reading ISAT (Standards in 2009)						
		Academic Warning	Not Meeting		Meeting		Exceeding	
		120-179	180-205	206-230	231-254	255-277	278-321	322-364
Academic Warning	120-220							
Not Meeting	221-233		1%	0%	0%			
	234-245		0%	0%	0%			
Meeting	246-266			0%	3%	17%		
	267-287			1%	13%	43%	75%	
Exceeding	288-349				43%	79%	95%	
	350-410						100%	

Conclusions

- Districts can create simple indicator system with two or three indicators for a number of high school outcomes
  - Other information makes the system more complicated without providing better prediction of later outcomes

- Some students can be identified very early on as very likely to fail 9th grade classes.
  - High school monitoring still necessary for many students across the transition to high school

- Middle grade students may not realize the performance levels needed to be on-track for high grades in high school
  - Students need to be earning high grades in middle school to have a chance at college readiness

- Test scores are not strong indicators of passing classes, but highly predictive of later test scores

Early Warning Indicators

Expanding Our Use of
Readily-Available High School Data

Mindee O'Cummings
Principal Researcher

Mindee O'Cummings
Principal Researcher

November 2013

Dropout EWS Indicators

Indicators	Thresholds	
	Middle Grades	**Ninth Grade**
Attendance	Missed 20% or more of instructional time	Missed 10% or more of instructional time
Course Performance	Failure in an English language arts or mathematics course	Failure in one or more courses
		Earned 2.0 or lower GPA (on a 4-point scale)
Behavior	Locally validated thresholds	

Sources: Allensworth & Easton, 2005; 2012; Balfanz, Herzong, MacIver, 2007; Balfanz, et.al., 2011; Jerald, 2006; Heppen & Therriault; 2008

Study 1: Single State

College Readiness EWS Indicators

Authors: Susan Bowles Therriault, Jinok Kim, Jessica Heppen, Mindee O'Cummings, & Patrick Russo

Study 1: Single State

- Research Questions:
  - How well do research based **early warning system indicators that identify ninth grade students who are at-risk of dropping out of high school** predict college-enrollment?

  - Are there other ninth grade **indicators, above and beyond the early warning system indicators,** for identifying students who are at risk of dropping out that are predictive of college enrollment?

Study 1: Single State

- **Data sources:**
  - Student ninth grade data from eight districts
  - National Student Clearinghouse
- **Outcome measure**: Enrollment in a 2- or 4-year college within two years of completing high school
- **Indicators:** Ninth grade student attendance, course performance, behaviors
- **Approach:** Statistical logistic regressions

Preliminary Findings: Course Performance

- Approximately three-quarters of ninth graders who passes both mathematics and English language arts courses, and receives an average grade of B or higher will *enroll in a 2- or 4-year college*

  - *Only about half of the ninth grade students below this threshold will enroll in college.*

- Approximately 95 percent of ninth graders who fail both mathematics and English language arts courses, and receives an average grade of lower than a B in all courses will <u>not</u> enroll in college

Preliminary Findings: Attendance

- A majority of ninth grade students (about 75 percent) missed 10 percent or fewer school days

- On average, ninth grade students missed about 5 percent of school days

- Ninth graders who enrolled in college four-five years later had an average ninth grade attendance rate of 96 percent

- Ninth graders who did not enroll in college had an average ninth grade attendance rate of 84 percent

Preliminary Findings: Attendance

- Holding constant course performance and core course performance indicators:
  - Ninth graders who miss less than 5 percent of school days have odds of enrollment more than 9.3 times more likely to enroll in college
- In sum,
  - If a ninth grader misses 10 percent or more of school days, his or her chance of enrolling in college is low regardless of ninth grade course performance
  - Ninth graders who miss less than 5 percent of school days are very likely to enroll in college

Comparison of EWS for Identifying Students Who are At-Risk of Not Graduating High School and Students Who are At-Risk of Not Enrolling in College

EWS Indicator	Threshold for identifying students at-risk of <u>dropout in ninth grade</u>	Threshold for identifying students at-risk of not being <u>college ready in ninth grade</u>
Course performance	One or more course F's	**Average grade of lower than a B in all courses (below 80 percent)**
Core course performance	One or more core course F's	**Course failure in mathematics** **Course failure in English language arts [1]**
Attendance	Missing 10 percent or more of days missed in ninth grade	**Missing more than 10 percent (or 5 percent) of days missed in ninth grade [2]**

[1] In suburban school settings this was not predictive of a risk of not enrolling in college.
[2] In suburban school settings and non-Title I school settings the threshold is 20 percent or more of school days.

Study 1: Limitations

- Sample size of eight districts is small
  - limits our ability to generalize findings
  - Limits our ability to examine subpopulation of students
- There is a range of definitions of college readiness in the field and availability of data
- Variation in findings across school contexts (urbanicity and schoolwide Title I status) needs further exploration

Study 2: National Sample

College Readiness EWS Indicators

Authors: Leslie Scott, Mindee O'Cummings, Jessica Heppen

Study 2: National Sample

- Research Question:
  - To what extent do traditional indicators of student risk of not completing high school on time (i.e., age in grade 10, 9th grade GPA, 10th grade attendance, 10th grade math and ELA achievement) also indicate students at risk of not enrolling in a postsecondary program?

Study 2: National Sample

- **Data sources:**
  - Educational Longitudinal Study, 2002 (ELS)
- **Outcome measures:**
  - Enrollment in a 2-year college within 24 months of completing high school
  - Enrollment in a 4-year college within 24 months of completing high school
- **Indicators:** Ninth and tenth grade student attendance, course performance, core subject area assessments
- **Approach:** Binary Logistic Regression

Preliminary Findings: Course Performance
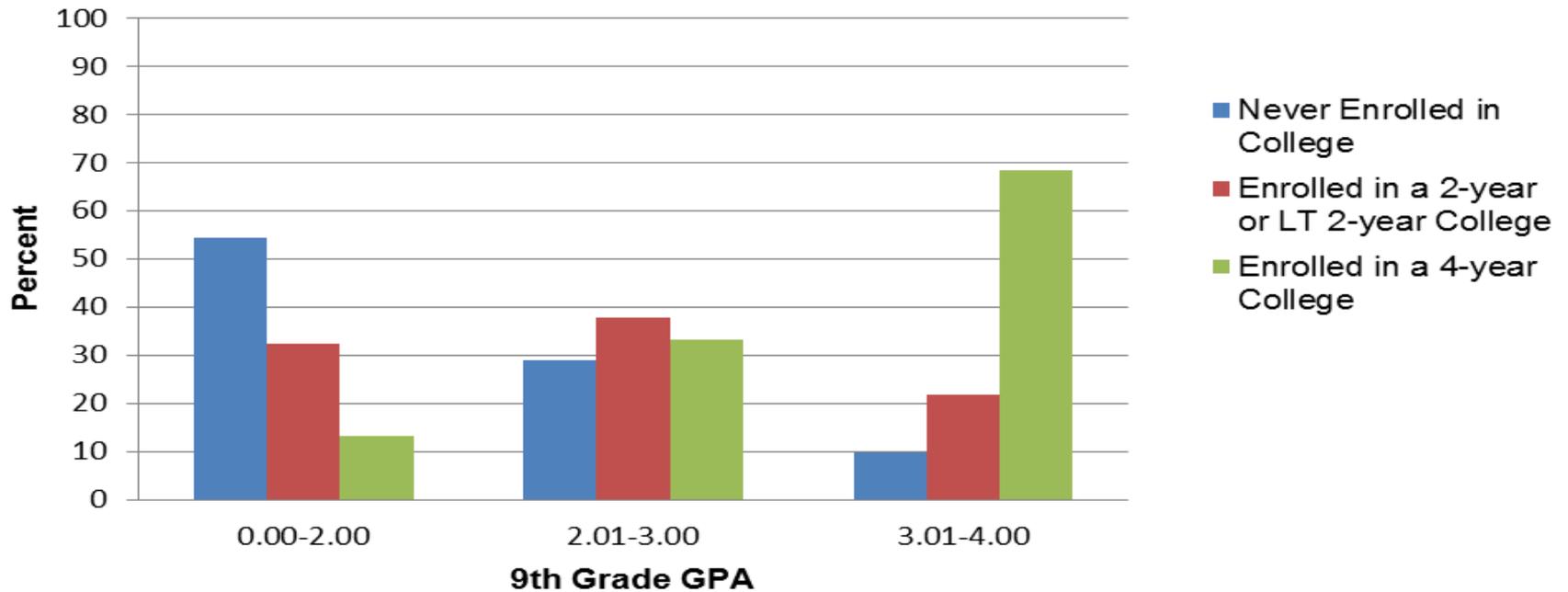
Preliminary Findings: Mathematics Assessment
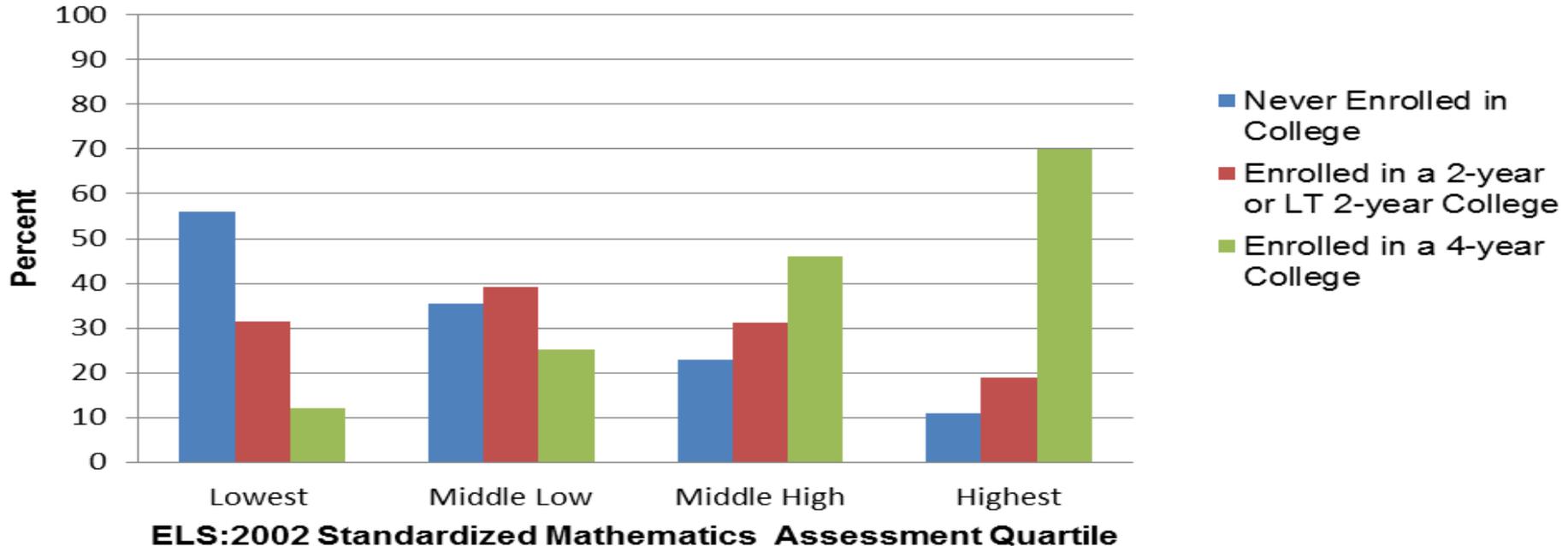
Preliminary Findings: Language Arts Assessment
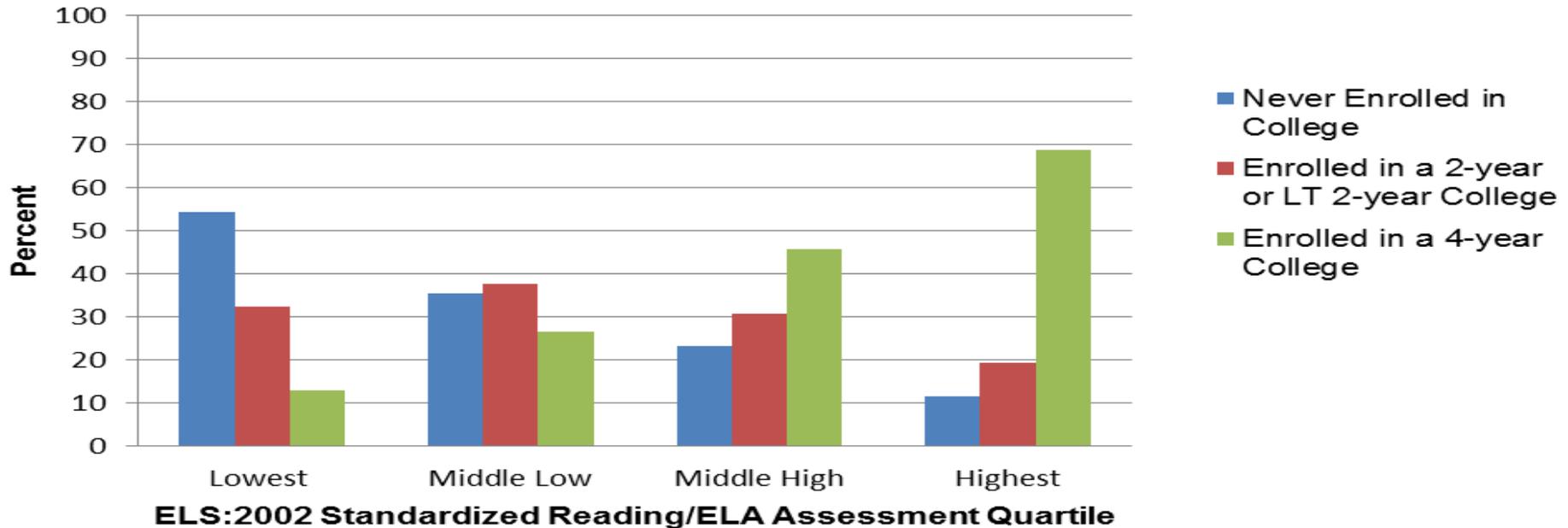
Preliminary Findings: Attendance
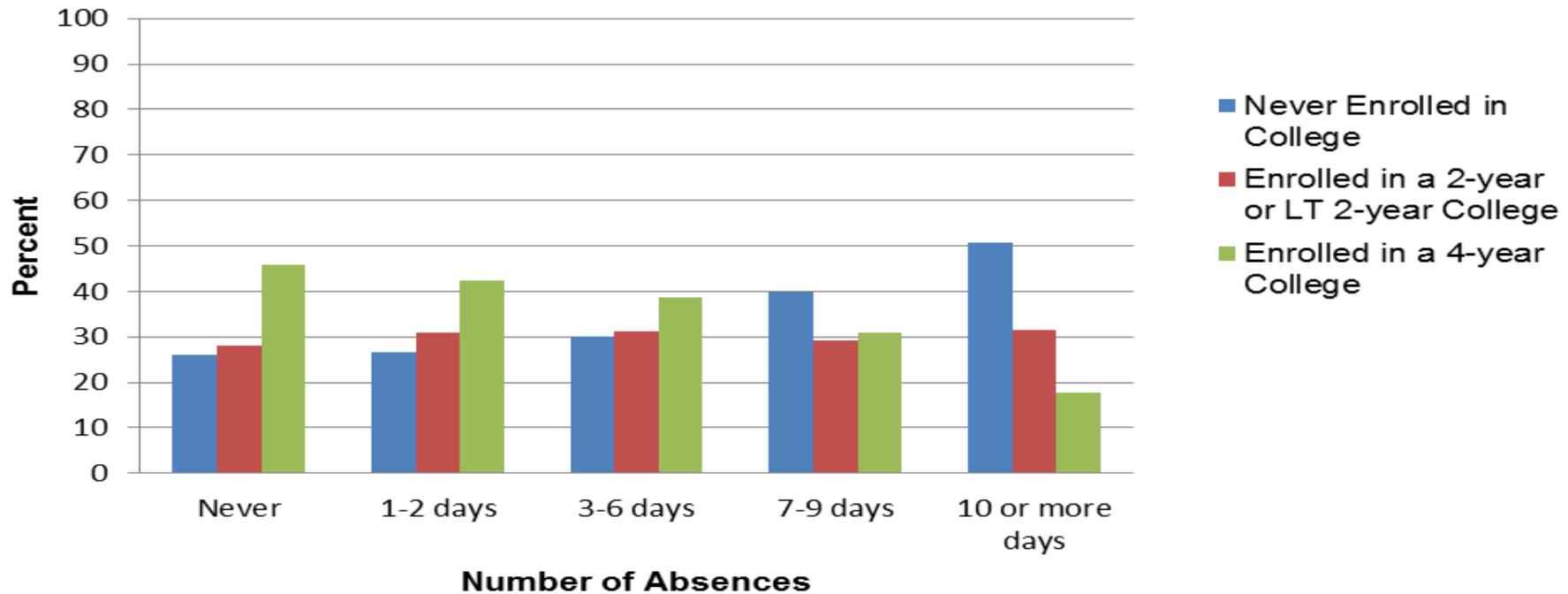
Study 2: National Sample
Overview of College Readiness EWS Indicators and Thresholds

Early Warning Indicator	Threshold for identifying students at-risk of not being college ready (2- or 4-year college)
Course performance	Obtaining a ninth grade GPA (grade point average) of 2.0 or lower
Attendance	More than 10 days missed in the first term of 10th grade (estimated at 5.5 percent of days)
Assessments – Core Subject Areas	Mathematics: Performance in the bottom two quartiles ELA: Performance in the bottom two quartiles

Limitations

- Definition of outcome measure for college readiness only examines college enrollment (not persistence)
- Assessment results may not be transferrable
- Thresholds may vary locally

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Milbrey McLaughlin

Advancing & Enhancing Early Warning Indicators
November 5, 2013

What is a CRIS?

A *system* of indicators that:

- Measures distinct dimensions of college readiness.

- Allows for early identification of students needing additional supports to finish high school college-ready.

- Points to actions needed to accomplish that goal.

Five CRIS Sites

New Visions for Public Schools (NYC)

Pittsburgh Public Schools

School District of Philadelphia

San Jose Unified School District

Dallas Independent School District
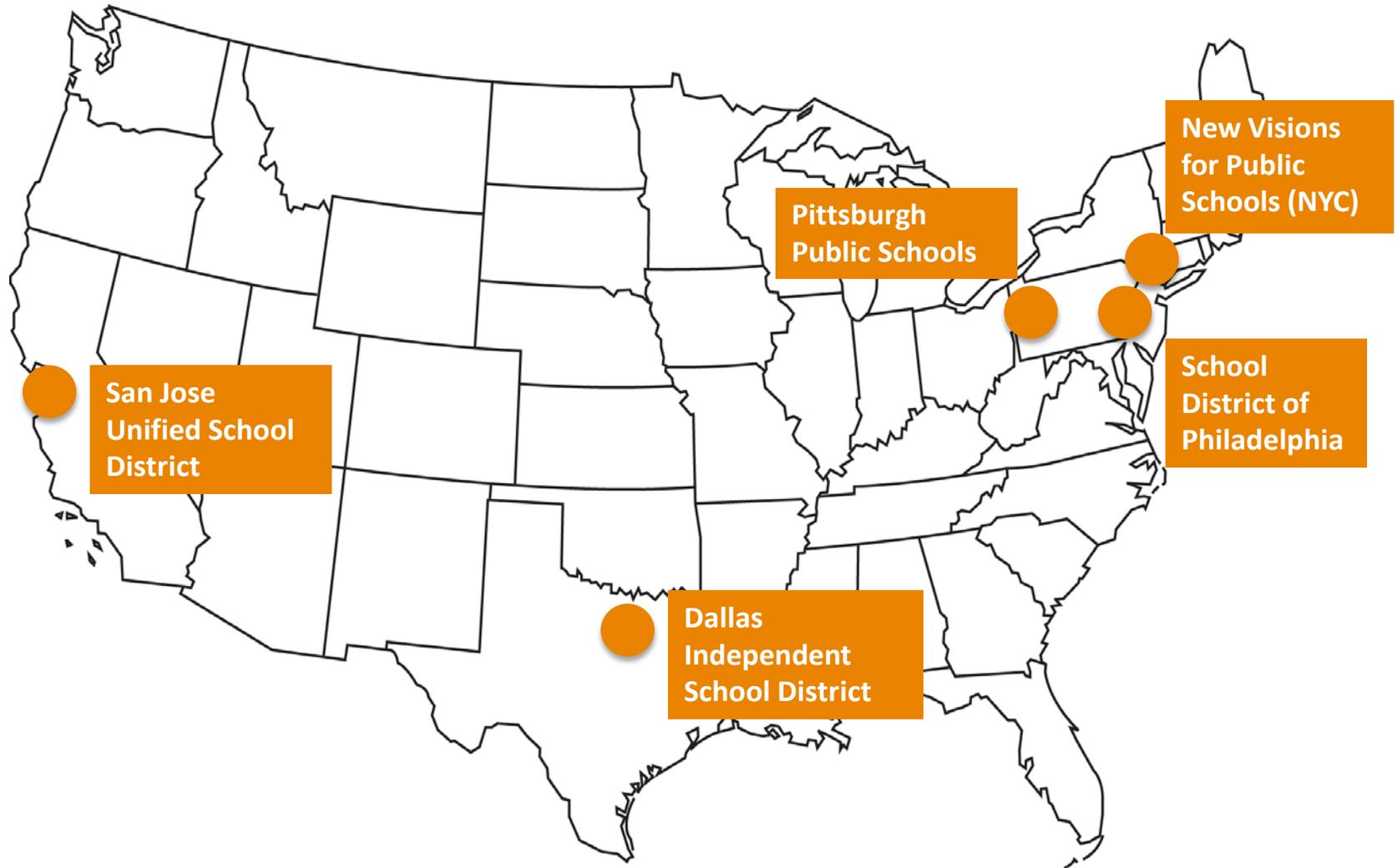
CRIS Characteristics

- Three core & interrelated dimensions of college readiness

- A tri-level system of indicators

- A menu of indicators

- Cycle of Inquiry tool ties indicators to supports & actions

- CRIS particulars vary by site—local context matters

College Readiness Dimensions

Coursework, skills, and achievements needed to succeed at college-level work

ACADEMIC PREPAREDNESS

Knowledge, skills, and behaviors needed to access college & successfully navigate its demands

COLLEGE KNOWLEDGE

ACADEMIC TENACITY
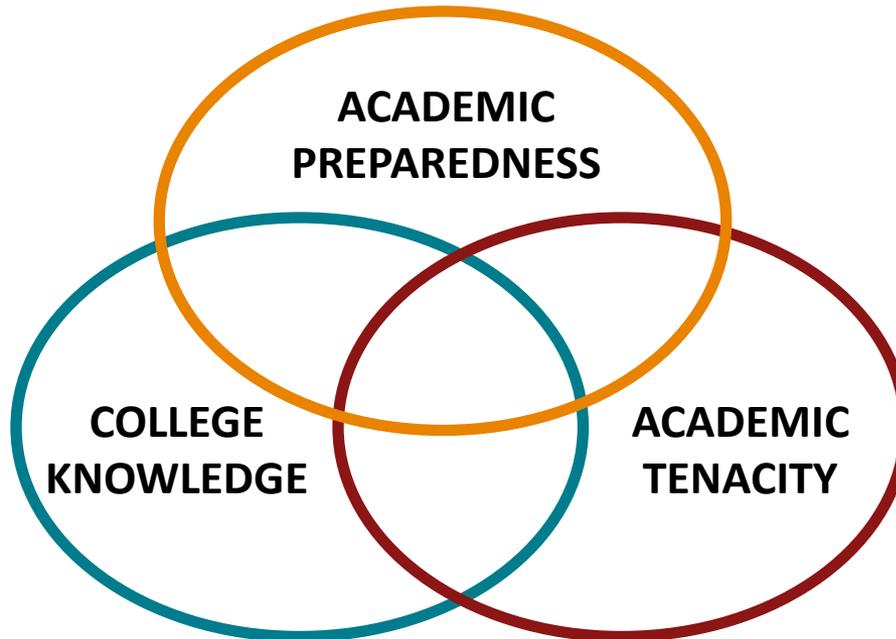
Beliefs, motivation, attitudes, & behaviors needed to successfully engage with academic challenges & college-going goals

Three Levels

For each dimension of college readiness, indicators exist at **three levels** with the goal of generating **actionable knowledge** about how to support college readiness.

- Individual (student)

- Setting (school)

- System (district)
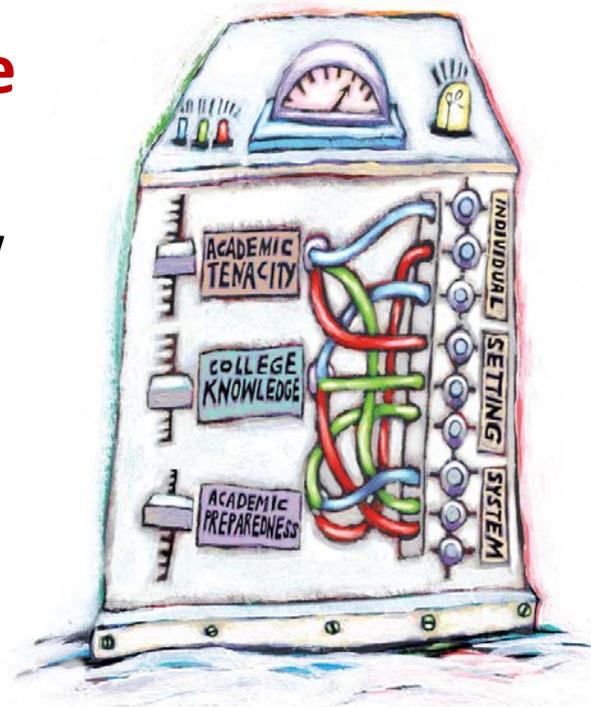
A Menu of Indicators: Examples

	INDIVIDUAL-LEVEL INDICATORS	SETTING-LEVEL INDICATORS	SYSTEM-LEVEL INDICATORS
ACADEMIC PREPAREDNESS (AP)	• GPA • Participation in AP/IB/Honors classes • SAT/ACT score	• Consistent grading policy • Availability of AP/IB/Honors classes • Trends in AP classes	• Alignment of HS and college entrance requirements • Resources allocated to efforts at promoting AP • Graduation requirements
COLLEGE KNOWLEDGE (CK)	• Knowledge of financial requirements • Submission of application to good match colleges • Independent study skills	• High school college climate • Trends in SAT/ACT participation across student sub-groups	• Policies that target the development of early college awareness • Resources allocated to efforts at promoting CK
ACADEMIC TENACITY (AT)	• Attendance • Mastery Orientation • Self-discipline	• Perceived school safety • Instructional scaffolding • Support for autonomy	• Trends in college attendance rates across schools • Resources allocated to efforts to promote AT

Acting on Indicators

- Who collects & monitors indicator data?

- What decision rules are in place? Cut scores?

- How is information shared with stakeholders?

- What supports are available? Evidence of effectiveness?

- Who takes action?

- How is effectiveness monitored?
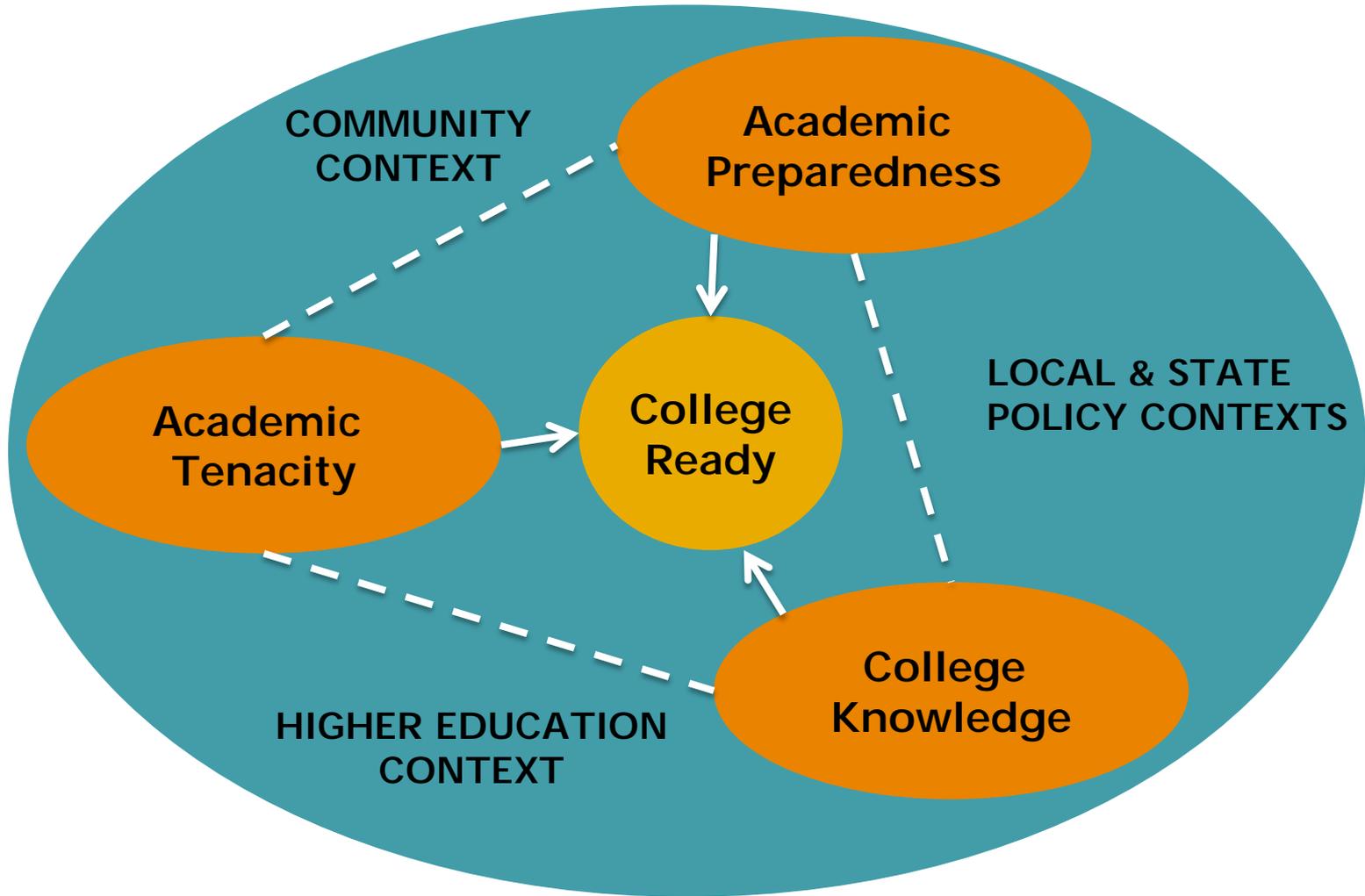
Action
Data Collection
CYCLE OF INQUIRY
Data Analysis
Decision Making

Context Matters

Milbrey McLaughlin

Advancing & Enhancing Early Warning Indicators
November 5, 2013

Annenberg Institute for School Reform
AT BROWN UNIVERSITY

john w. gardner center for youth and their communities

UCHICAGOCCSR
THE UNIVERSITY OF CHICAGO
CONSORTIUM ON CHICAGO
SCHOOL RESEARCH

Towards a System of Predictive Indicators of Student Success

Robert Balfanz

Everyone Graduates Center, Johns Hopkins University

Early Warning Systems

Early Adopters Learning & Sharing Summit

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Building Block-Coherence

- Consistent Finding that no matter how you look at it or at what grade-the ABC's-Attendance, Behavior, and Course Performance-are predictive of student success

- Students who attend school regularly, behave/try/self-mange, and do well in their courses graduate from high school and succeed in college

- Students who do not-dropout or do not succeed in college

Building Block –
The ABC's are Actionable

- Attendance, behavior, and course performance can be modified through organized and informed actions

- This provides a coherent message to schools and students-drive up good attendance, behavior and course performance, pay attention to and prevent/intervene when low attendance, problematic behavior, and poor course performance occur.

Building Block-
Grades 6 to 14 Can be Viewed as an Ecosystem

- Early adolescence to early adulthood is a distinct phase of life

- To build pathways from poverty to adults success we need to get all students through this stretch

- Pre-k to Elementary school "on track" metrics are important but they may or may not be the same as-early adolescence to early adulthood metrics-we do not know yet.

Building Block-
We Know the Key Inflection Points

- Students who are good at school by 9th grade by and large succeed, those that struggle and do not earn promotion to 10th grade by and large do not.

- Most but not all students 9th grade trajectories are set in the middle grades.

- To pivot from high school to adult success many students need help navigating the grade 10 through the initial years of college space.

Challenges-
Behavior Domain is Complex

- We are just starting to identify the behavior signals that indicate students are on and off track to adult success

- Hence its an area both ripe for innovation and for making mistakes

- But there does seem to be value added in bringing in more expanded and closer to real time behavior data

Two Sixth Graders

Gender	Grade	Absent	Tardy	Present	Suspensions	ELA	Math	Science	Soc Stud	Education	Confidence	Connections	Stress	Well–Being	Motivation	Academic Risk Index
F	6	10	0	74%	0	B	C	C	C	3	3	1	1	1	3	
M	6	1	0	98%	1	B	C	F	C	1	3	3	3	3	3	

Internal Scale Challenge- Indicators Identify Too Many Needy Kids in One Place

- Need to get to place where indicators are used to direct evidence based prevention activities and resource allocation at the school, district, and state level

EWI Data — DIPLOMAS NOW — Q1

Gender	Grade	Talent Development								Success Highways						
		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											

External Scale Challenge- Gaining Broad Acceptance of the Validity of Indicators

- Need to convince more people that attendance and grades matter as much as test scores for student success

Practitioners' Panel: Voices from the Field

Meeting the Challenge of Implementing Early Warning Systems

Moderator:

Joanna Hornig Fox
Everyone Graduates Center at Johns Hopkins University

Panelists:

Kay Warfield
Alabama Department of Education

Laura Hansen
Metro Nashville School District

Yesenia Cordova
Luther Burbank High School – San Antonio, Texas

Ayeola Fortune & Michelle Gayles
United Way

**November 6, 2013**   DAY 2

Kay Atchison-Warfield, Ed.D

Graduation Tracking System (GTS)

- Pre-K- Twelfth Grade

- Statewide Access

- Includes ABC's of Dropout Prevention

- Included in State Superintendent's PLAN 2020

PLAN 2020
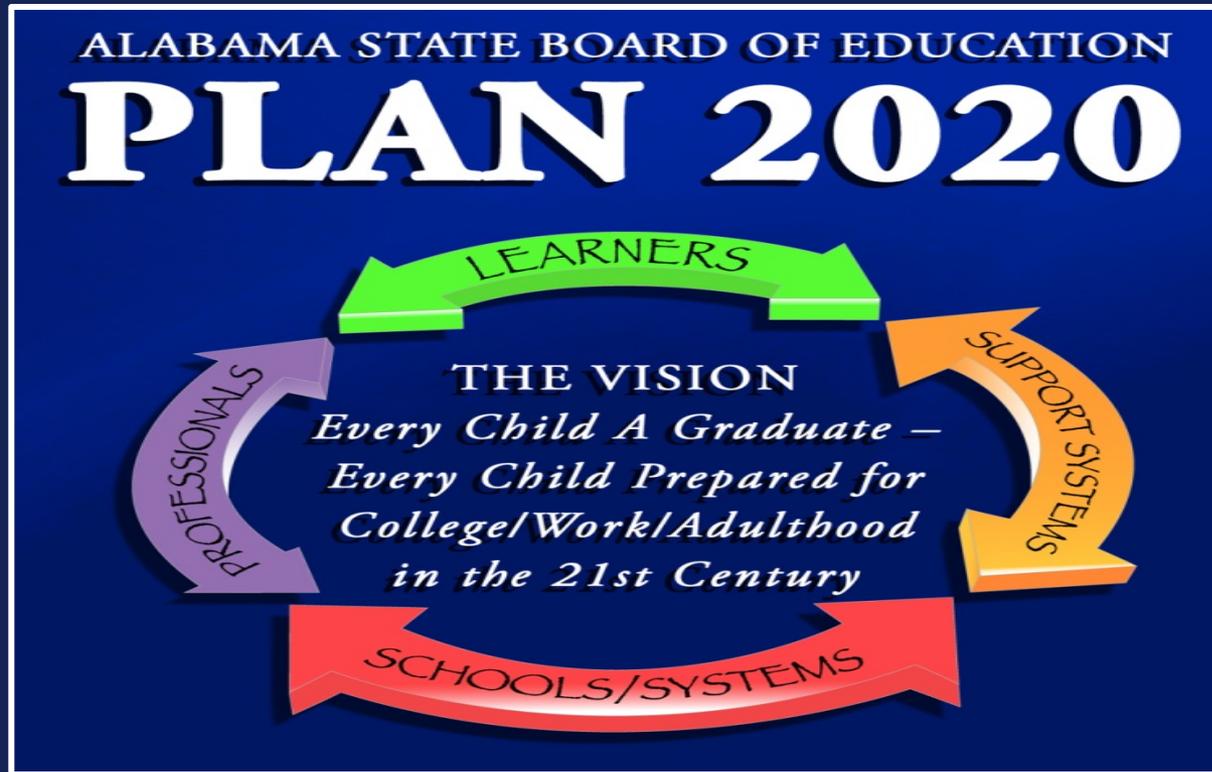
# ALSDE Provided Statewide Implementation Training
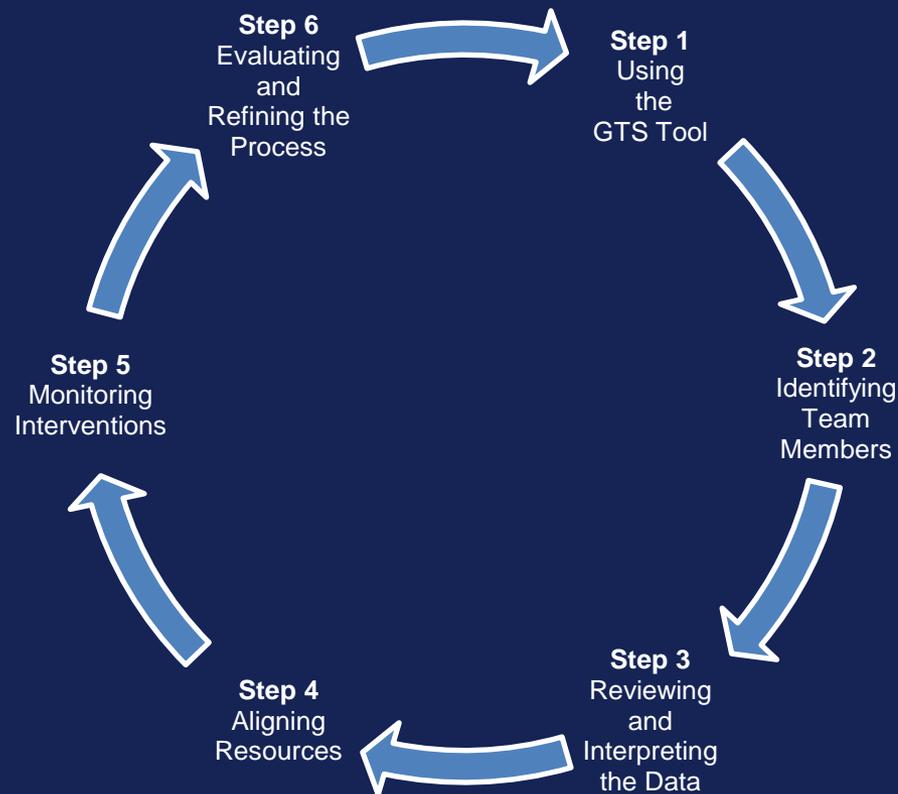
Alabama State Department of Education Support

- Drill Down

Drill Down by Grade

Drill Down by Student

			Abs			Credits	Code		Race		
3 Risk Factors											
Brooks, Douglas J.	Currently Enrolled	19	**13.00**	5	42	3.50	1	M	B	No	No
Brown, George J.	Currently Enrolled	18	**5.00**	2	43	4.50	1	M	W	No	No
Collins, Maria N.	Currently Enrolled	17	**9.00**	5	70	9.00	1	F	B	No	No
Cooper, Nicholas R.	Previously Enrolled	18	**6.00**	2	61	10.50	3	M	W	No	No
Flores, Shawn S.	Currently Enrolled	17	**15.00**	4	52	3.00	3	M	W	No	No
Garcia, Raymond R.	Currently Enrolled	18	**10.00**	3	54	5.00	1	M	W	No	No

Shout Out

- Tuscaloosa City School System
  - 4,450 out of school suspension and 39 expulsions in 2008-2009 reduced to 3,264 out of school suspensions and 30 expulsions in 2010-2011
  - Graduation rate of 69% in 2009 increased to 80% in 2011
 - Dropouts declined from 167 in 2006-2007 to 36 in 2009-2010

Shout Out

- Dothan City School System
- Class of 2011 Graduation Rate was 67% system wide
- Class of 2012 Graduation Rate was 87% system wide
- In 2009 Dothan City had 115 dropouts and a dropout rate of 16.79%.
- In 2011 Dothan City had 3 dropouts and a dropout rate of .49%.

EWS at Metro Nashville Public Schools

Laura Hansen

2011-2012 123 High School

#Enrollments / #Teachers: 1,445 / 105

Excused and Unexcused Daily Attendance (# Students)

Excused | Unexcused

648
474
419
359
206
155
94
61
48
52

< 5 | 5-9 | 10-14 | 15-20 | > 20

Absences
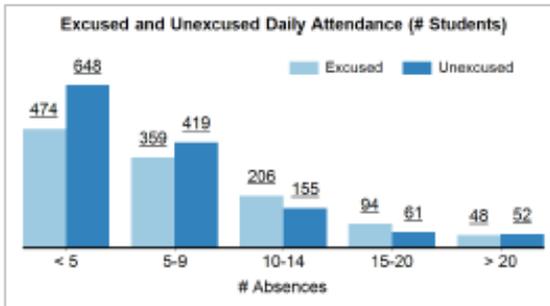
Discipline (Days)**	ISS (5+)	OSS (5+)	Expelled	Remanded
# Students	101	93	23	12

View Last 10 Days   Top 10 Offences YTD

26-11(26) Vand/damag property - 18
17-11(17)ZT Ps/Us/Dis con sub - 28
76-11(24) Inapp use of int/ce - 30
MSACT - 32
30-11(30) Fighting - 50
74-11(24) Repeated Violations - 118
09-11(24) Inappropriate dress - 330
01-11(24) Cutting Class - 488
78-11(24) Tardy to schl/class - 1,001
08-11(24) Cond predj good ord - 1,073
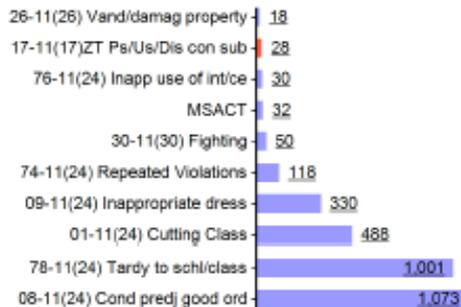
Mobility Rate: 28 % ***			
# Entries - Within District	1	2	3
# Students	152	14	2

* Att% & OSS Indicators calculated for student for entire school year
* Course Grade Average calculated for student's latest marking period
** Discipline Expelled and Remanded includes all students (Active & Inactive)
*** #Primary Entries after 2nd week (day 11)

At Risk Flags *	1	2	3
# Students	184	59	24

EE Discipline (OSS Days)	3-5	6-9	10+
# Students	5	4	1

Days Until IEP Eligibility Reevaluation	1-20	
# Students	1	

Days Until New IEP	21-45	1-20	Past Due
# Students	25	2	1

Change View To See SLC Data

Daily Attendance %	Q1	Q2	Q3	Q4
9	95	93 ▼	93 ▬	93 ▬
10	95	94 ▼	93 ▼	93 ▬
11	95	94 ▼	94 ▬	93 ▼
12	95	90 ▼	93 ▲	73 ▼

Marking Period Failure - % of Students Having At Least 1 Failing Course Grade	Q1	Q2	Q3	Q4
9 - 1st Time	38	37 ▼	34 ▼	36 ▲
9 - All	47	48 ▲	45 ▼	46 ▲
9 - Repeater	79	88 ▲	86 ▼	80 ▼
10	43	52 ▲	48 ▼	43 ▼
11	36	44 ▲	41 ▼	42 ▲
12	28	37 ▲	36 ▼	37 ▲

DEA		9/6/2011		11/14/2011		2/13/2012	
		#	%	#	%	#	%
ALGEBRA I	Advanced	15	5	33	11 ▲	29	9 ▼
	Proficient	50	17	96	31 ▲	78	23 ▼
	Basic	149	50	119	38 ▼	126	38 ▬
	Below Basic	87	29	62	20 ▼	101	30 ▲
BIOLOGY I	Advanced	n/a		1	0	3	1
	Proficient	n/a		82	26	66	20 ▼
	Basic	n/a		106	33	85	26 ▼
	Below Basic	1	100	128	40 ▼	169	52 ▲
ENGLISH II	Advanced	16	5	21	7 ▲	6	2 ▼
	Proficient	146	47	143	45 ▼	124	37 ▼
	Basic	119	38	103	33 ▼	141	42 ▲
	Below Basic	32	10	48	15 ▲	67	20 ▲

MNPS SAMPLE Dashboard

Used by:
- Principals
- Teachers
- District Leaders
- Student Support Teams
- Community Partners

Some Things to Consider…

- A data system is comprised of people, processes, and technology

- Single data points never tell the whole story

- It takes more than teachers to ensure the success of all students

- Data must be timely

- Not everyone loves data like I do

Key Implementation Factors

- Data Collection and Integration

- Data Quality

- Data Visualization

- Ease of Access and Use

- Processes, Procedures, and Expectations

- Stakeholder Feedback

- Continuous Improvement

Key Supports

- Data integration and flexible reporting
- Structure and a framework for use
- Processes for data collection and quality
- Leadership/Champion
- Professional Learning/Coaching
- Plans for action and the staff to carry them out

EWI
A Transforming Practice

Yesenia Cordova Principal

Luther Burbank High School

Implementing Successful EWI Sessions

Personnel needed

- Facilitator (STF) can access data to update the Tracker, establish norms, runs the meeting, updates the Tracker

- Teachers that share a small group of students (Teaming Teachers: math, science, social studies, ELA/ESL); ideal to include Freshmen Seminar/AVID teacher and SPED teacher

- Communities In School

- City Year

- Counselor/Administrator

- Identify and rotate roles: Recorder, Motivator, and Time Keeper; when system is in place and teachers are taught to facilitate, then the Facilitator role can be assigned and rotated also.

Early Warning Indicators

- The purpose of these meetings are to identify students in need of interventions early in the school year.

- Weekly meetings allow teachers to discuss how interventions are working for students.

- Always begin and end on a positive note.

- EWI sessions begin with Attendance focus, then Course Performance, then Behavior (ABC's).

- Provides teachers with an opportunity to voice concerns about a student and focus on those students.

- The focused discussions allow for consistency among teachers and keeps communication going.

Early Warning Indicators

- Creates a culture and climate of TEAM so that all personnel involved work together positively to ensure student success and a willingness to Champion a child, that is sliding, and bring that child back on track.

- Ensure that a Champion is assigned and that he/she knows their responsibility and follow through that needs to occur for the student to improve.

- Follow-up with the Champion

- A Resource Map allows teachers to keep track of the interventions available to students.

- It is essential to know what resources we have available for our students and how to use the resources.

Pitfalls

- When the schedule does not allow teachers to meet as cross-disciplinary teams.

- A method to identify students that are cross-teamed (if necessary)

- Need a way to get data in the hands of the teachers other than at only EWS meeting - flash drives, etc (still working on that)

- Facilitator has to be knowledgeable of working with a tracker system .

- If students are not on a pure team there has to be a system to follow up with them.

- Sub-pop information needs to be added to the tracker. (504, LEP, Sped., GT, Dyslexia, etc)

Transformational Change

- Increased number of Parent conferences

- Home visits

- Student/Team visits

- Monitored Tutoring

- Teacher Support

- Administrative/Teacher Partnerships

- City Year/CIS

- Empowered Teachers

Early Warning Indicator Summit

November 6, 2013

George W. Bush Institute
Dallas, Texas

Ayeola Fortune, *Education Team, United Way Worldwide*

Michelle Gayles, *Community Impact, Valley of the Sun United Way*

Our Point of View:
Work Across the Birth-21 Education Continuum

United Way Education Goal:

Work <u>with</u> communities to cut in half the number of students who drop out & improve the number of students that graduate HS ready for college and career

Key Focus Areas:

- Early Childhood Education (67%)

- Early Grade Reading (39%)

- **Middle Grade Success &Transitions (15%)**

- **On-time High School Graduation (22%)**

- College and Career Readiness (4%)

United Way Worldwide Role

- **Provide a research-based strategy framework** (e.g. *Education Research Overview*; *Charting the Course*)

- **Performance-based partnerships** (e.g. EWSS Compact)

- **Build & invest in local United Way capacity**(e.g. **Middle Grades Success Challenge** – providing grants, technical assistance, learning communities, tools/resources)

- **Leverage national relationships & partnerships** (e.g. Civic Enterprises, Johns Hopkins Everyone Graduates Center, MSM Coalition)

- **Advocacy and policy development** (e.g. UWW policy agenda)

- **Provide national visibility for efforts**

Performance-Based Partnerships: Moving To Integration and Impact

- **From:**

- **To:**

- **Cohort Work**

  ➢ LUWs acting independently

  ➢ Some common strategy, reporting

  ➢ Local impact

  ➢ LUWs partnering to develop EWSS strategy

  ➢ Priority LUWs common strategy, reporting

  ➢ National Impact

- **EWSS in Local Communities**

  ➢ Individual Impact

  ➢ Funding direct services

  ➢ Silo'd legacy investments

  ➢ Population level change

  ➢ Multiple, integrated strategies

  ➢ Aligned, integrated, accountable investments

EWSS Performance Challenge - *DRAFT*

(as of Oct. 18, 2013)

- **As a result of performance driven partnerships between Local United Ways (LUWs), Community Based Organizations, School Districts and Schools 30 low performing schools are able to identify 100% of students in grades 6-9 exhibiting the Early Warning Indicators. Identified students will achieve better attendance, behavior, and course competencies by matching 85% of those students to appropriate, effective, and integrated school and community supports.**

- **In order to increase graduation rates nationally, by 2018 we will be able to scale the EWSS practices across the United Way system which will also increase Resources Under Management (RUM), awareness and engagement. Our intention is that this framework involves multiple implementation pathways recognizing that schools, community, and local UWs have different capacities, assets and resources.**

Dr. Balfanz's research says indicators: attendance is 10 or more absences per year, 1 suspension and/or 2 behavioral referrals, and a F in Math, English and/or 2 other courses.

Destination Graduation Overview

Partners

- Phoenix Union High School and Phoenix Elementary School Districts, Balsz Elementary School District, Valley of the Sun United Way

Goals / Outcomes

- Increase attendance, grades, behavior, and resiliency for 6th-9th grade students

- Improve policies and practices between school districts to support student transitions

- Improve the process by which the impact of programs and interventions are assigned and assessed

- Increase the number of schools using Early Warning Systems (Tools and Practices)

- Increase public awareness about the importance of middle school to high school transitions.

Community Role in Supporting Early Warning Systems

- Advocacy for state systems

- Funding for early warning systems and professional development / technical assistance

- **Advocacy and best practice demonstration for data sharing between schools and CBOs**

  - Advocacy and best practice demonstration of CBOs using early warning data and practices to provide effective supports

  - Advocacy/support for integrated school interventions inclusive of community resources

- Community awareness building

Intervening at Multiple Levels:

What Recent Findings Tell us About What is Needed

Moderator:

Sarojani Mohammed
Meadows Center for Preventing Educational Risk, University of Texas at Austin

Panelists:

Patricia Mathes
Southern Methodist University

Sharon Vaughn
Meadows Center for Preventing Educational Risk, University of Texas at Austin

Johann Liljengren
Johns Hopkins University

Angela Romans
Annenberg Institute for School Reform, Brown University

November 6, 2013

Interventions at the School Level

Johann Liljengren
School of Education
Johns Hopkins University

EWS Data and the Whole School

- Diplomas Now combines whole school reform with enhanced student supports guided by an early warning system.

- Several important lessons learned through examining the relationship between EWI data and whole school/Tier I work

Surprise #1- The whole is greater than the sum of its parts

A key to the Diplomas Now model is anchoring the integration of external partners into the school building through the EWS system

Lesson Learned: Using EWS to integrate partners and build cohesive student supports provides an additional enhancement to collective impact

Surprise #2—
# The Hole in the Bucket Problem
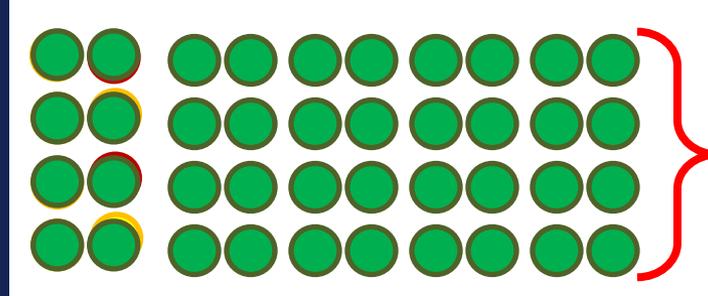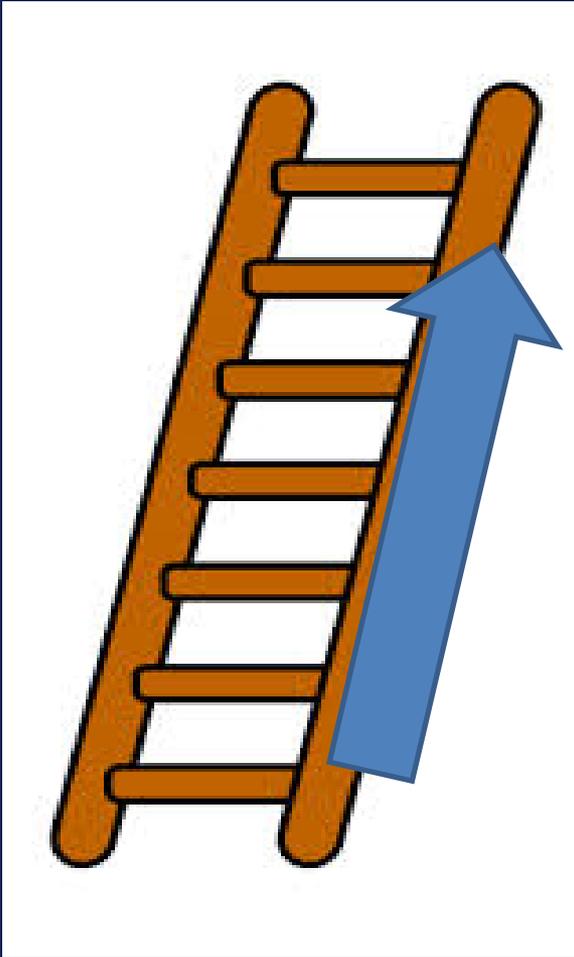
Goal is for all students to stay on-track to graduation

Surprise #2—
The Hole in the Bucket

Lessons Learned

- Increased focus into using data trends to focus our whole school/Tier I work

- Efforts aimed at trends as a whole grade level/team/school
  - Particular expectations (punctuality)
  - Standards (lots of kids failing when we hit two variable equations in algebra)
  - Units (*Romeo and Juliet*)
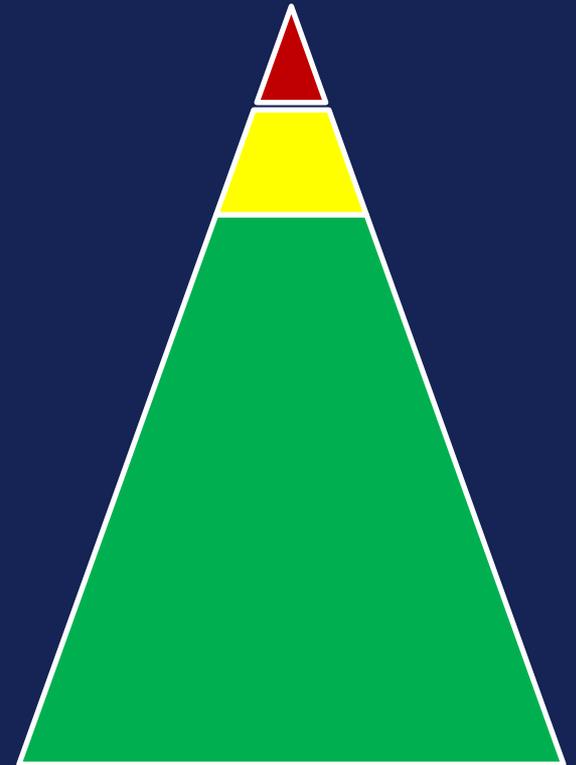
Surprise #3—Finishing Strong

- Drops in ABC indicators between school-wide rollup at the end of Q3 and the EOY
  - Indicators often dropped quickly—no more than 6 weeks and in some cases only three weeks between data analysis

- Short time frame for interventions

Surprise #3-Finishing Strong

Lesson Learned:

- Developing Finishing Strong plans: whole school modules where teachers, admin, students, partners come together to engage in activities designed to address climate, instruction, motivation at end of school year—and have seen promising results.