

NATIONAL STUDENT ATTENDANCE,  
ENGAGEMENT, AND SUCCESS CENTER



# 2018 National Convening

May 9–10, 2018  
Baltimore, Maryland



**NSAESC**

National Student Attendance, Engagement, and Success Center

# NATIONAL STUDENT ATTENDANCE, ENGAGEMENT, AND SUCCESS CENTER




## Introduction to Early Warning System (EWS)

*Felicia Walker, Everyone Graduates Center*  
*Paul Verstraete, Everyone Graduates Center*



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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?**



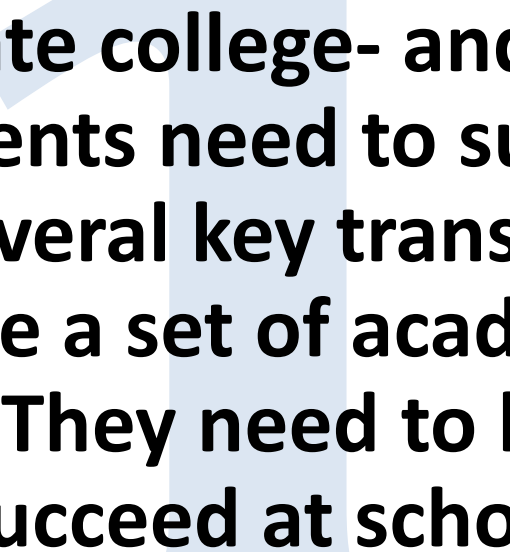


# Early Warning System


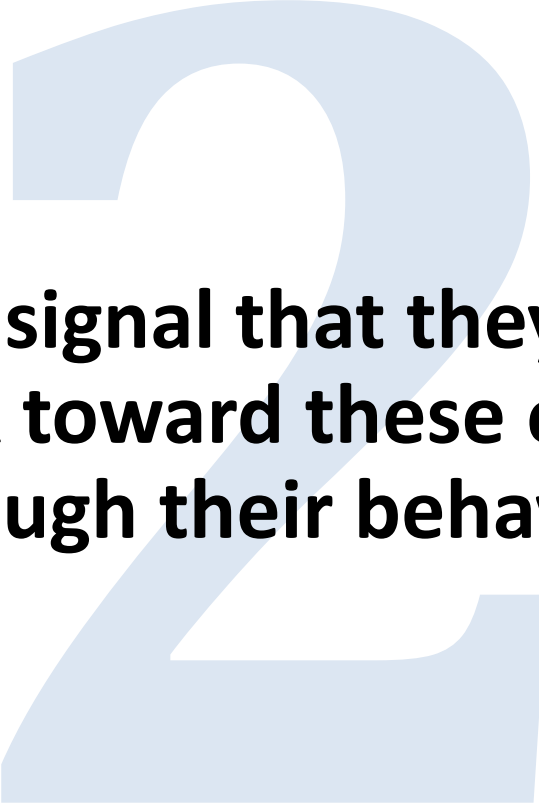




**To graduate college- and career-ready, students need to successfully navigate several key transitions and acquire a set of academic behaviors. They need to learn how to succeed at school.**








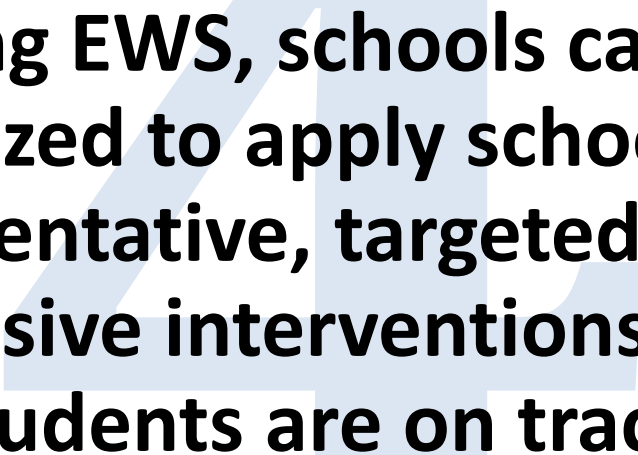

**Students signal that they are on or  
off track toward these outcomes  
through their behaviors.**





**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





**ABCs**

Research-based predictors  
(indicators) of student success





# Tiers

Schoolwide system of  
tiered interventions





# Teams

Teacher teams coordinate  
and implement







**I&I**

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

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Name

3 Issues/Problems

2 Strengths





**I&I**

A schoolwide system of teacher teams that utilizes research-based predictors (indicators) of student success to coordinate and implement tiered interventions





**ABCs**

Research-based  
predicators (indicators) of  
student success





# The ABCs



From Groundbreaking to Skyscraping



**ABCs**

# Attendance Behavior Course Performance





**ABCs**

# **ENGAGEMENT**





**ABCs**

# **DIS- ENGAGEMENT**





## Back to Our Case Studies

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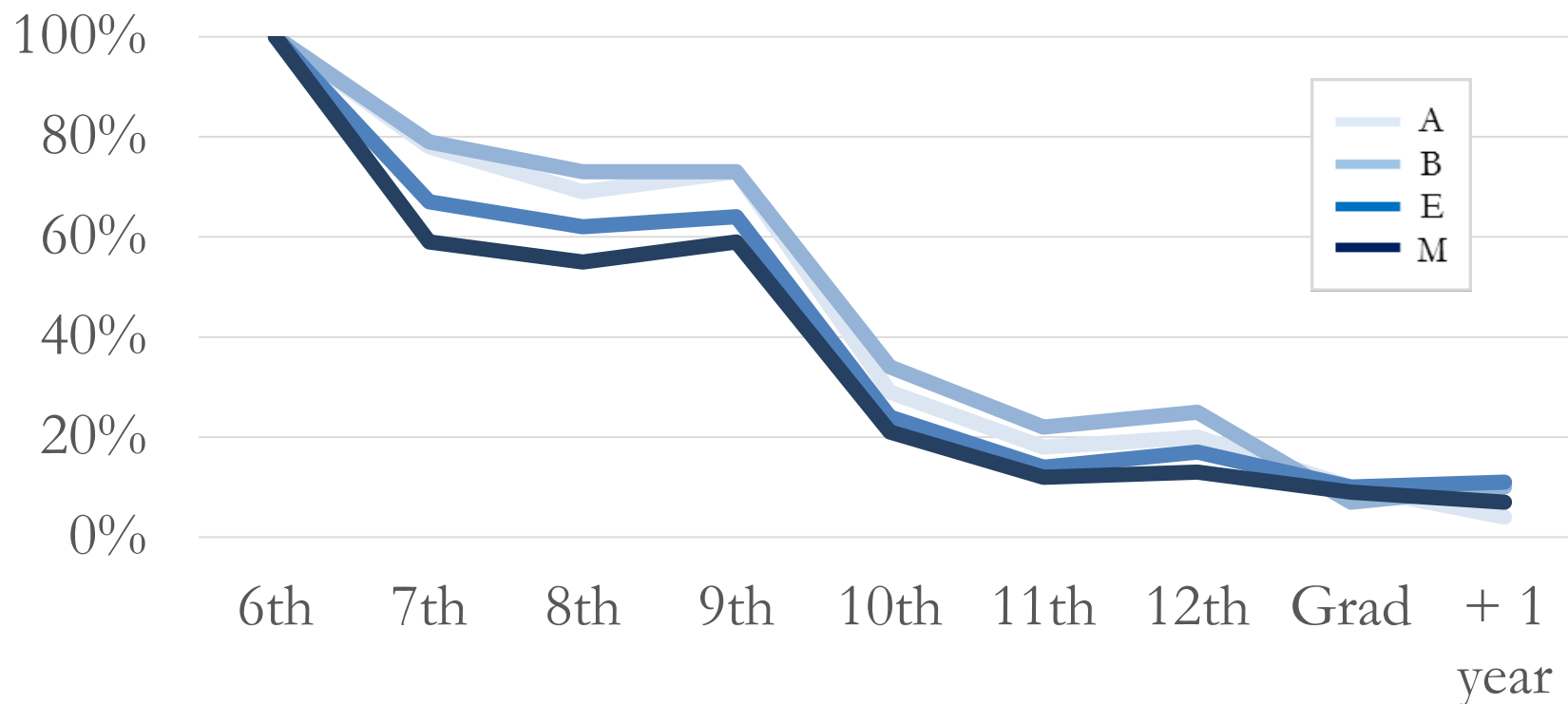
How many days did they miss last year (or so far this year)?

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

How many classes failed or currently failing (which ones)?



# On/Off Track in 6<sup>th</sup> Grade: Matriculation & Graduation

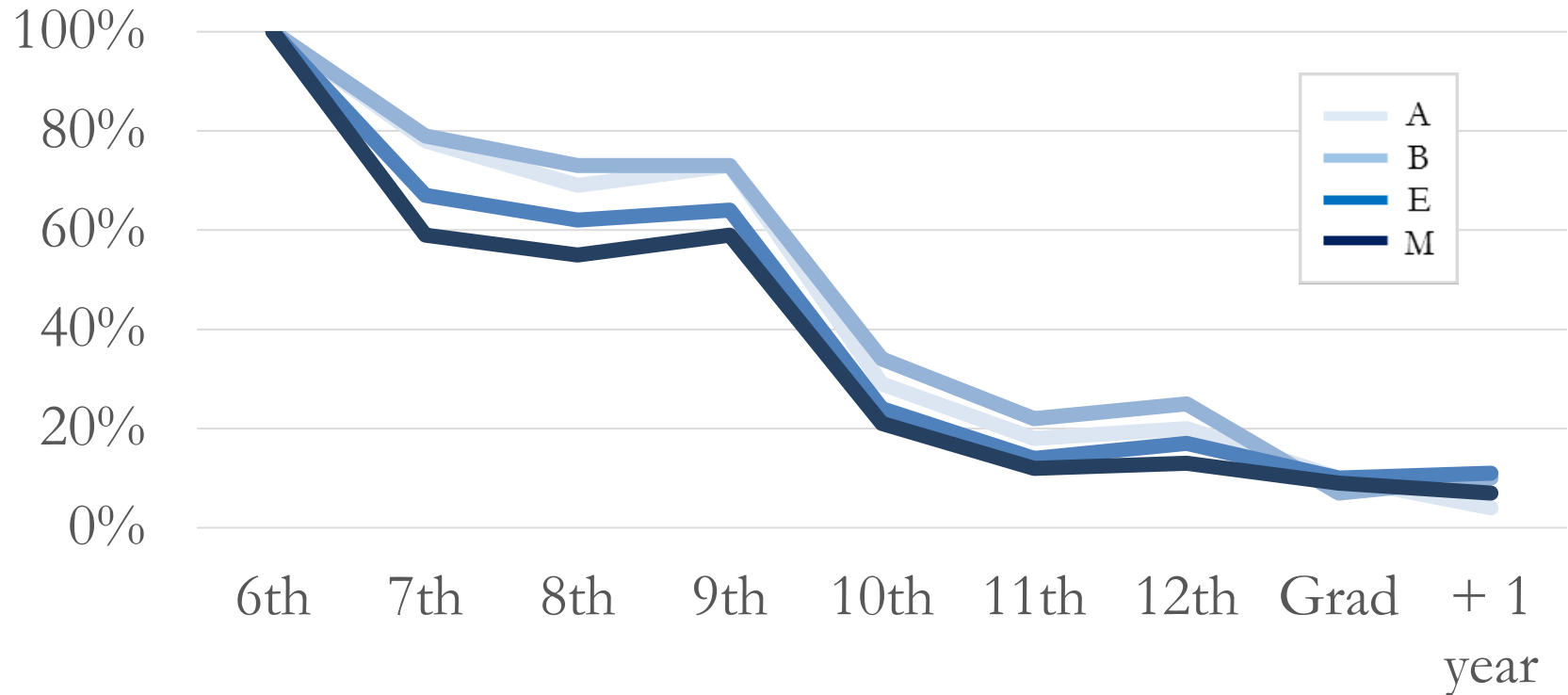


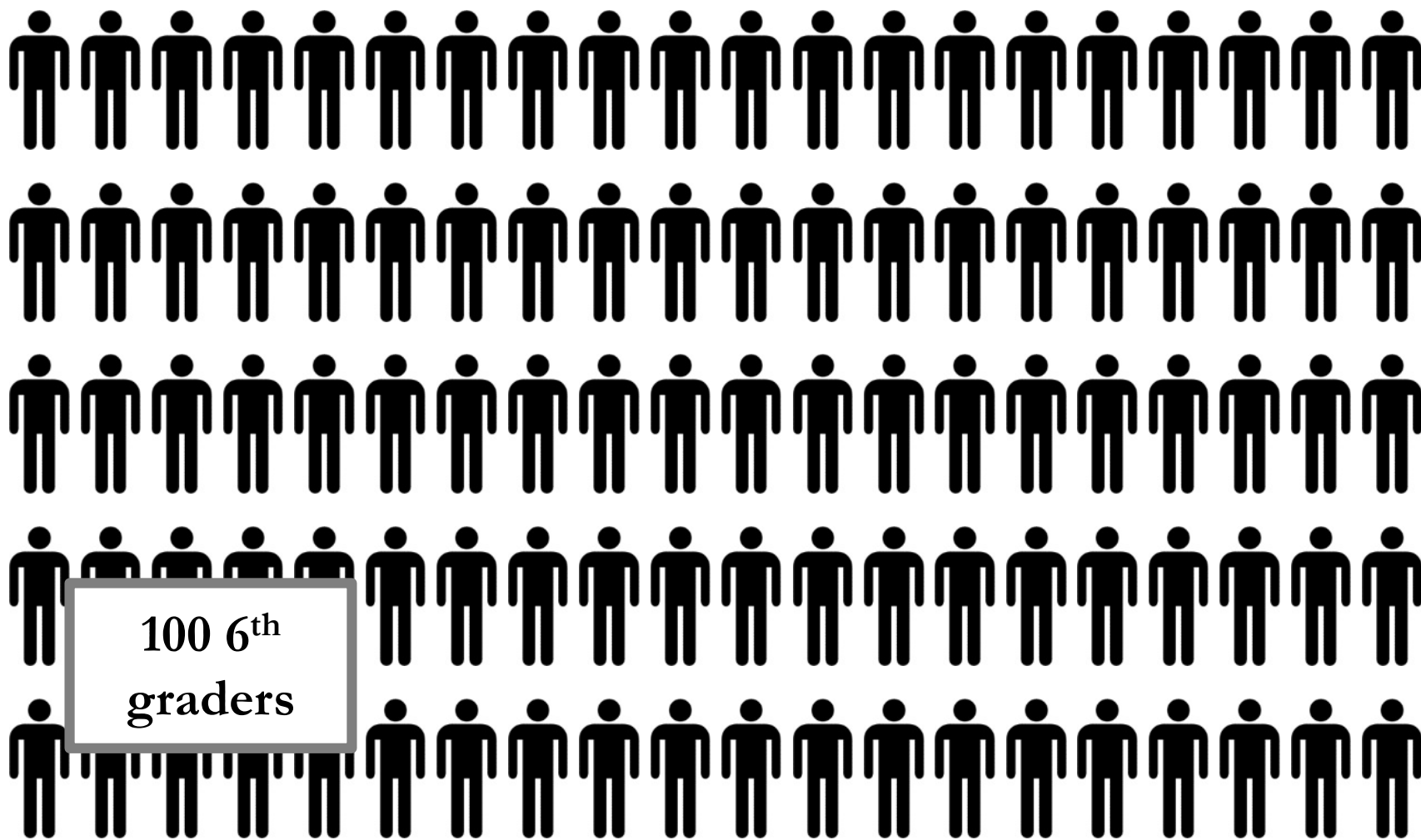
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Robert Balfanz, Liza Herzog, and Douglas Mac Iver (2007): “Preventing student disengagement and keeping students on the graduation path in urban middle-grades schools: early identification and effective interventions.” *Educational Psychologist* 42(4), 223–235.

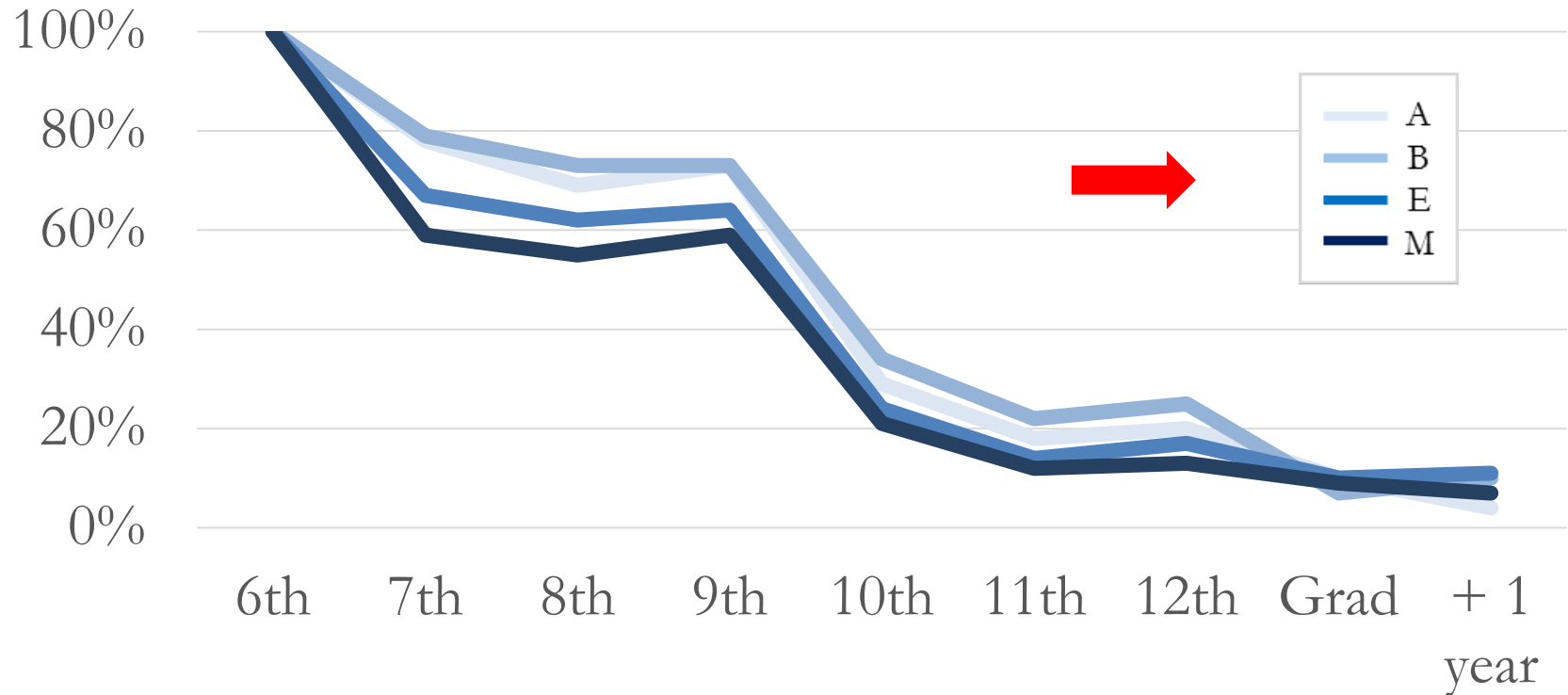


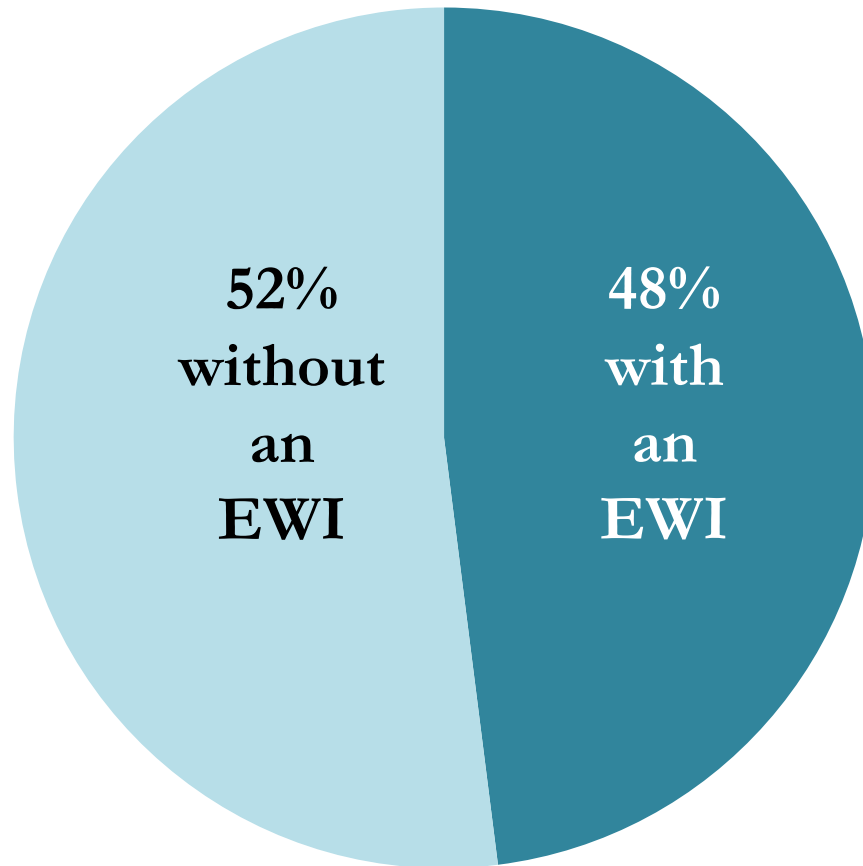
# On/Off Track in 6<sup>th</sup> Grade: Matriculation & Graduation





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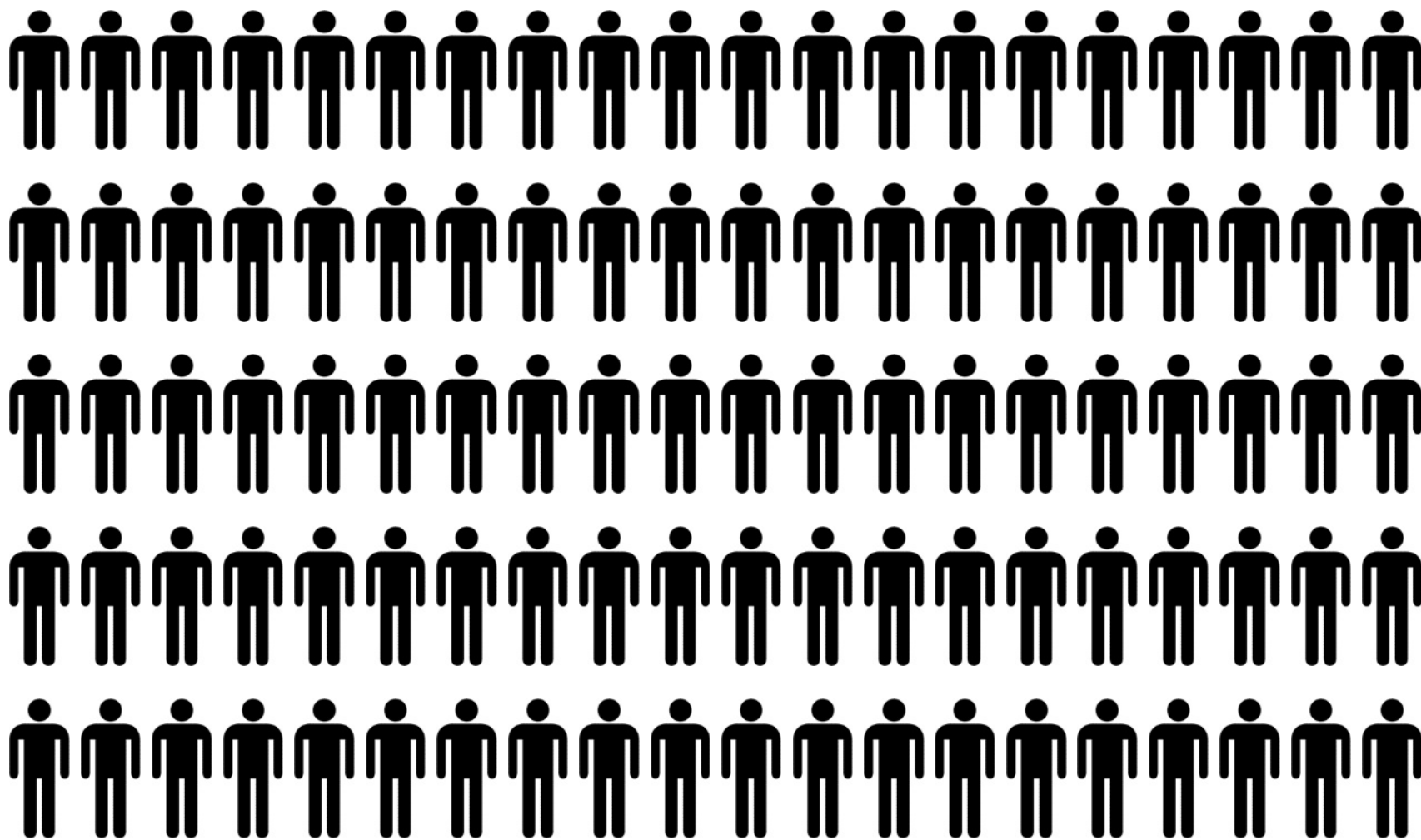




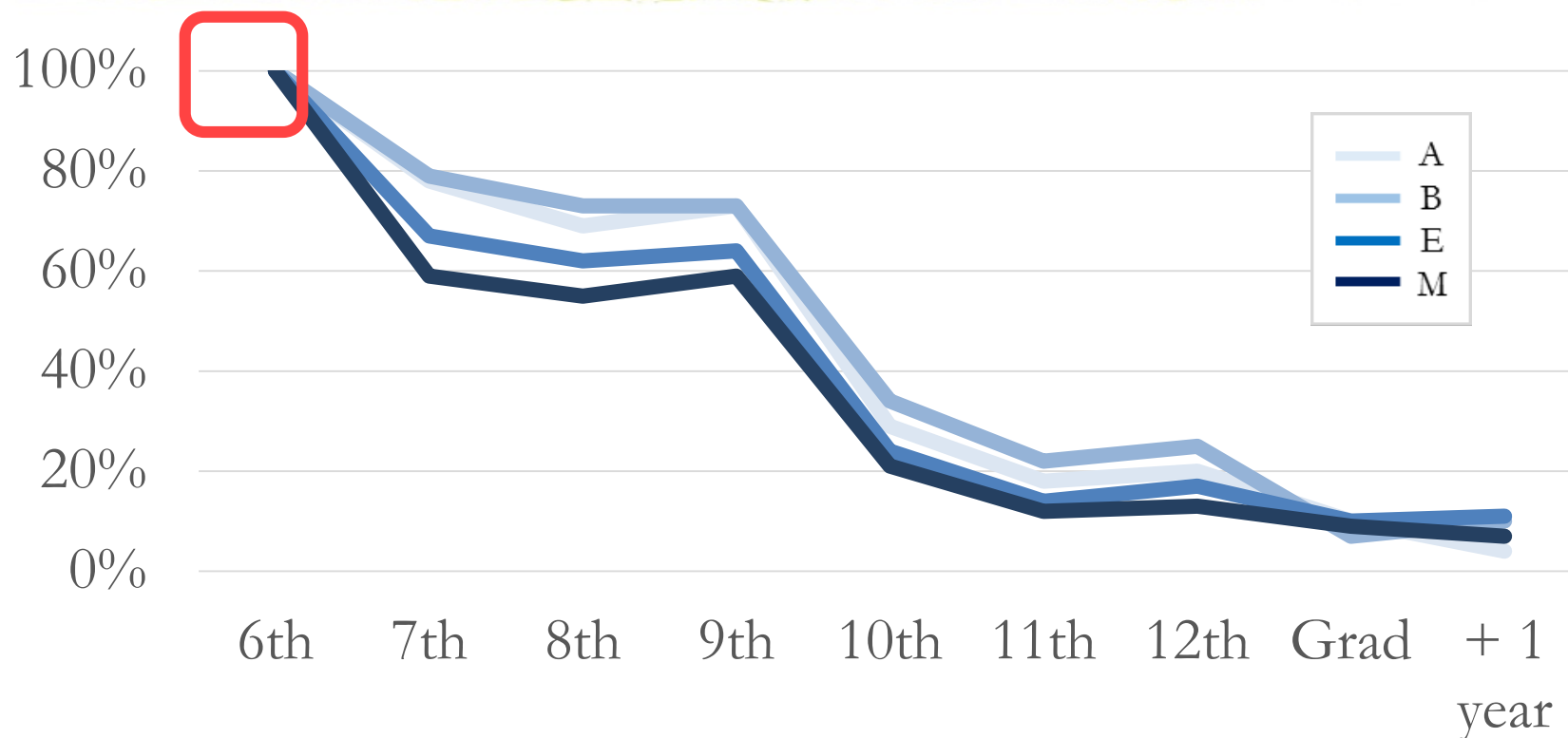
48%  
with  
an  
EWI

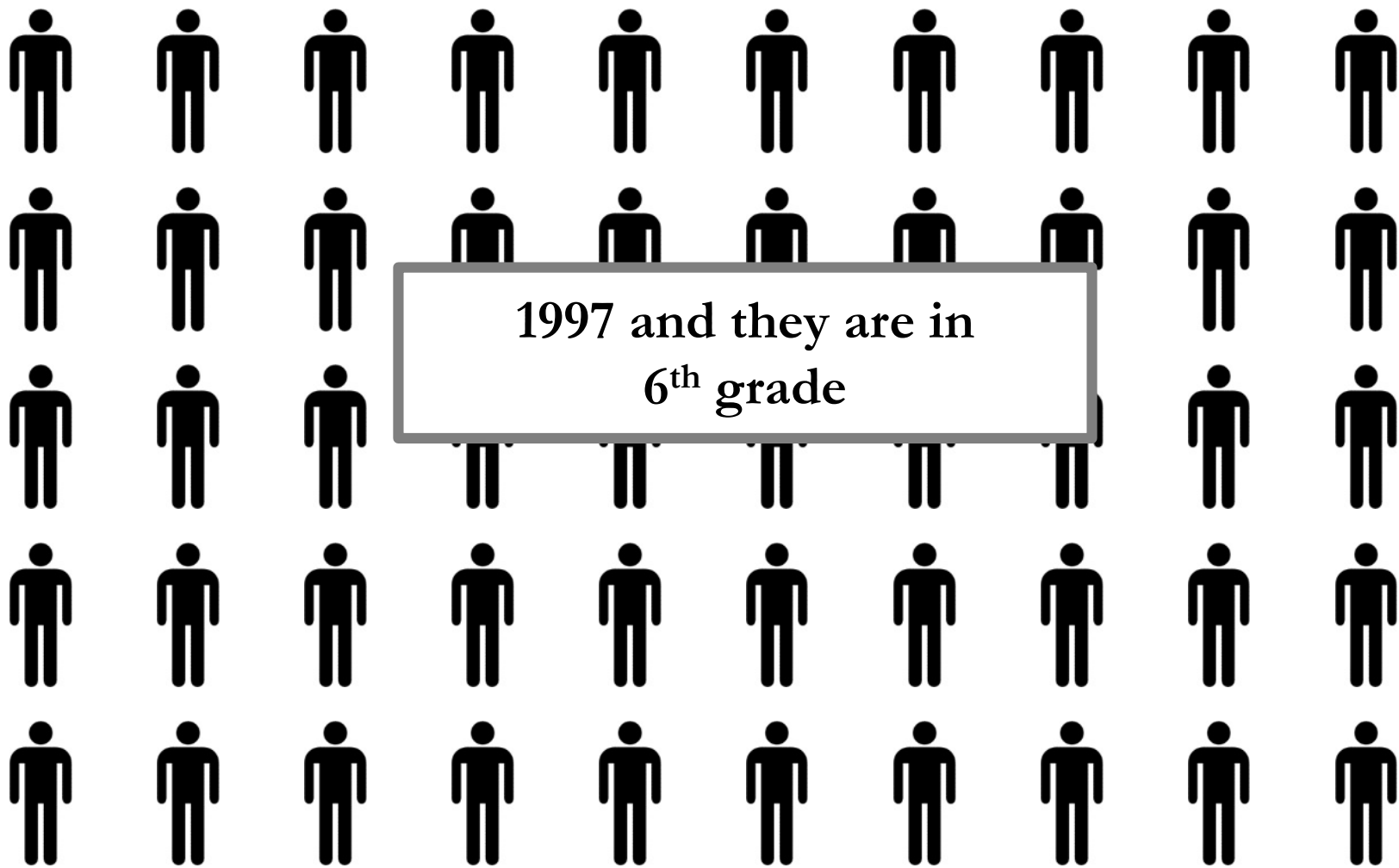
Category	Percentage
With an EWI	48%
Without an EWI	52%





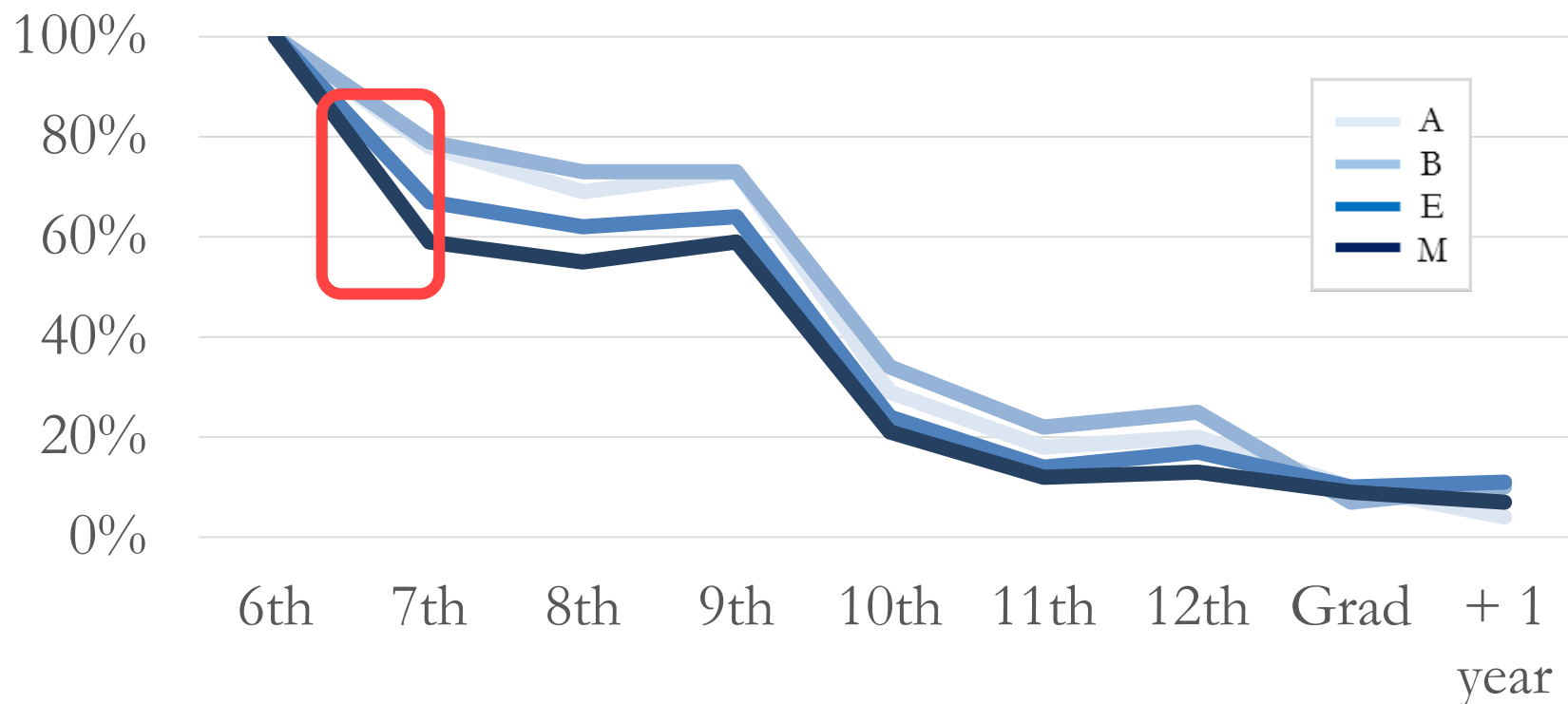
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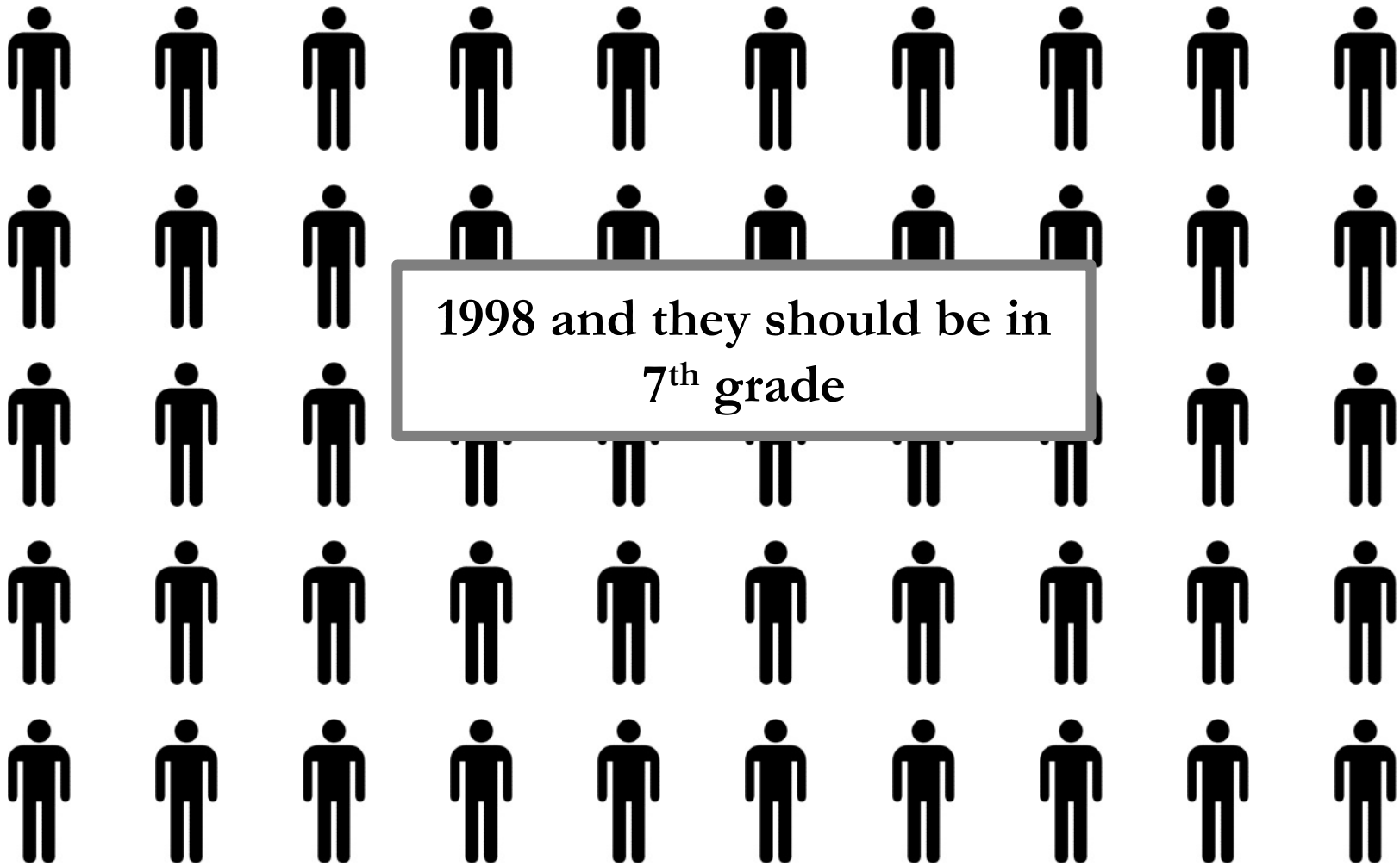




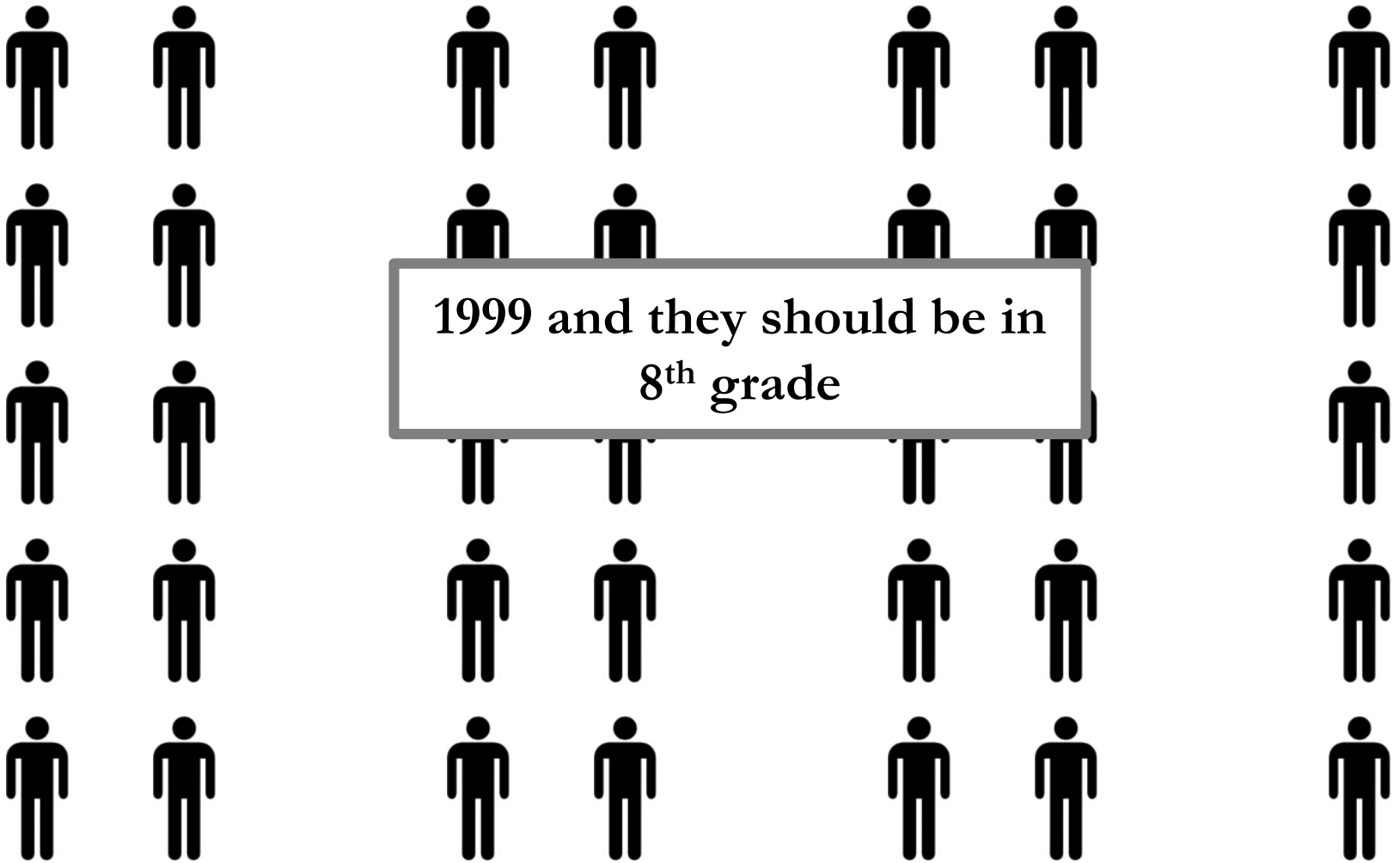
1997 and they are in  
6<sup>th</sup> grade

# On/Off Track in 6<sup>th</sup> Grade: Matriculation & Graduation

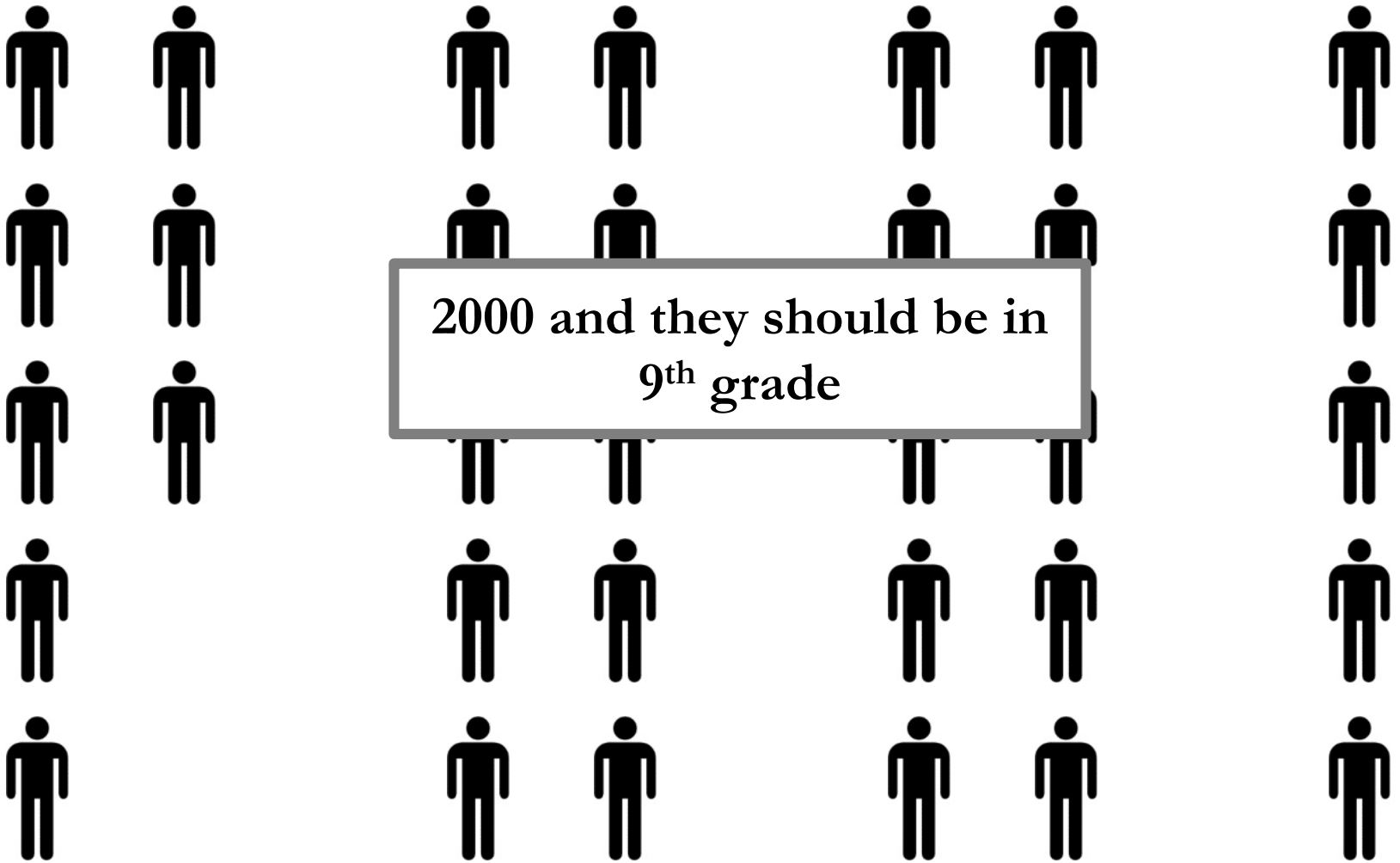


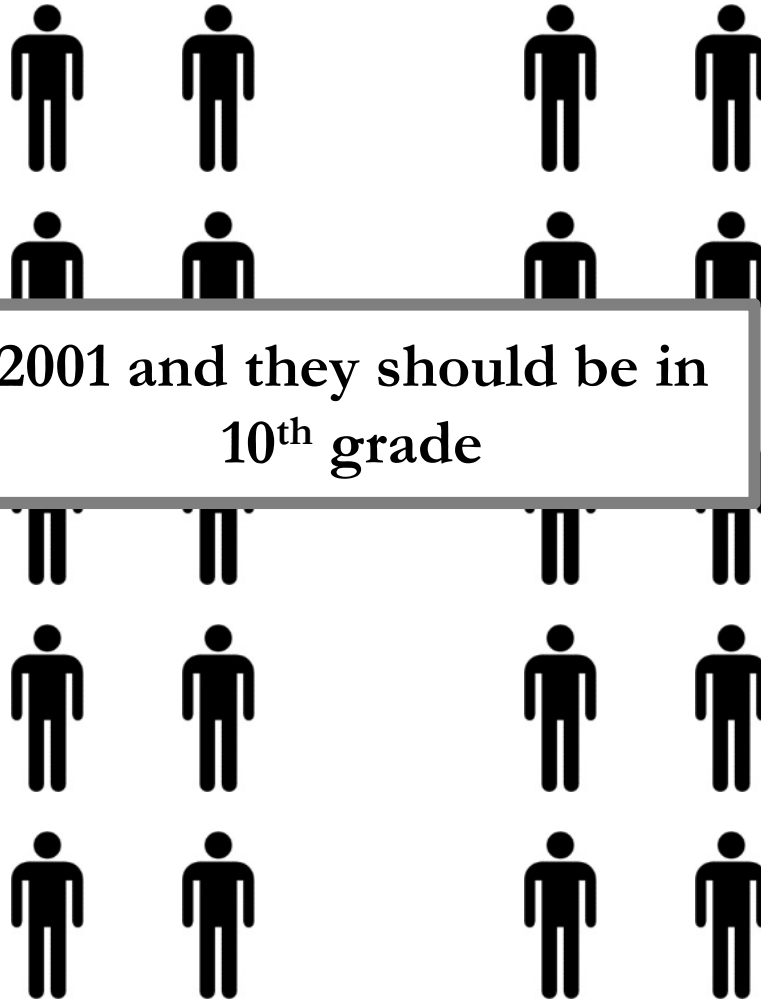


1998 and they should be in  
7<sup>th</sup> grade



1999 and they should be in  
8<sup>th</sup> grade

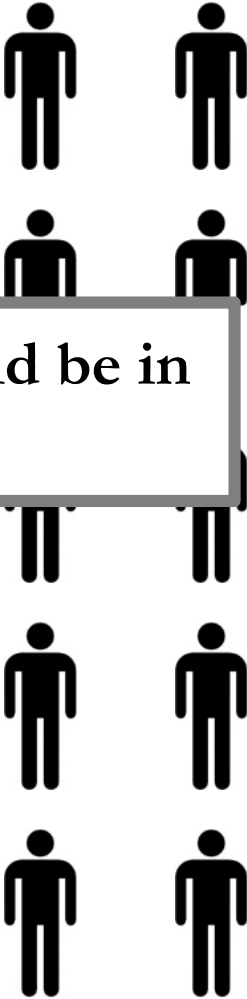








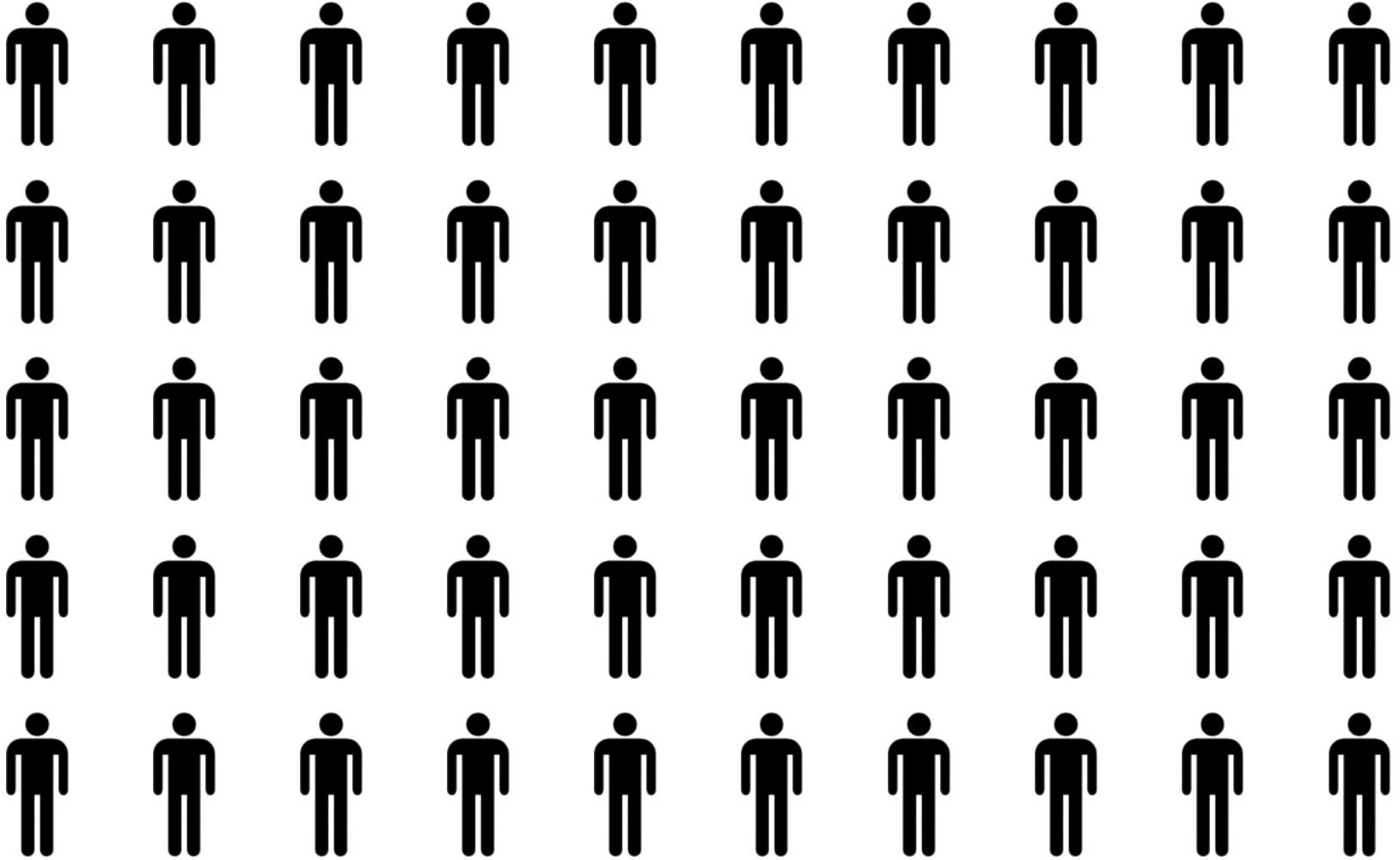
2002 and they should be in  
11<sup>th</sup> grade



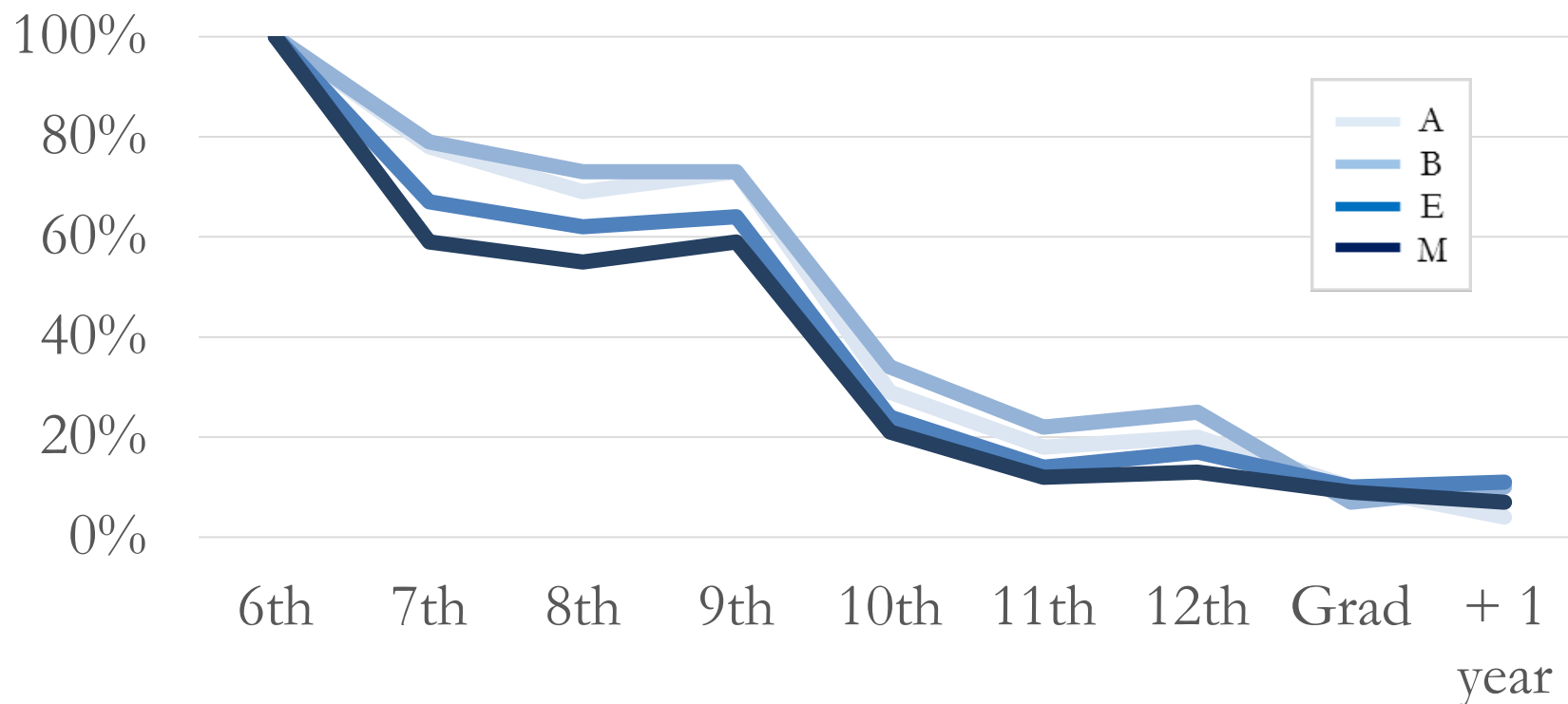
2003 and they should be in  
12<sup>th</sup> grade



2004 and graduation



# On/Off Track in 6<sup>th</sup> Grade: Matriculation & Graduation





**ABCs**

# **DIS- ENGAGEMENT**



Robert, Balfanz, Liza Herzog, and Douglas Mac Iver (2007): “Preventing student **disengagement** and keeping students on the graduation path in urban middle-grades schools: early identification and effective interventions.” *Educational Psychologist* 42(4), 223-235.









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# Activity



ABC Jigsaw

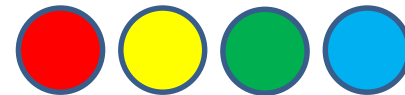
# Skyscraping

- 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!!**



# NATIONAL STUDENT ATTENDANCE, ENGAGEMENT, AND SUCCESS CENTER



## Thank you!

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**NSAESC**

National Student Attendance, Engagement, and Success Center

# 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>

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