

NATIONAL STUDENT ATTENDANCE,
ENGAGEMENT, AND SUCCESS CENTER



2018 National Convening

May 9–10, 2018
Baltimore, Maryland



NSAESC

National Student Attendance, Engagement, and Success Center



Pattern and Trend Analysis and Planning for Implementation

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



Intervention Strategy

How will you produce a change in behavior for your students?

- **Hope:** Teach students what making different decisions could lead to
- **Frustration:** Demonstrate to students where their current unsuccessful behaviors are leading them
- **Special Circumstance:** For me to go anywhere, I have to overcome issues along the way

Potential
Benefit

Consequences

Overcoming
Barriers



Intervention Level (Tier)

What is your intended scale of implementation/impact?

- **Whole School:** Activity/learning for everyone
- **Targeted Groups:** Small number of students receiving the same intervention because they share a common factor
- **Individual Case Management:** Intensive and one-on-one support for high-need students

Tier 1

Tier 2

Tier 3



Intervention Goal

What is the purpose of this intervention?

- **Vaccine:** Not letting a student fall off track in the first place
- **Cure:** Helping the student recover from poor attendance, behavior, and course performance
- **Treatment:** Support for off-track students that focuses on protecting them from the damage caused by having an ABC

Prevention

Recovery

Mitigation



Intervention Criteria


How do you know which students will respond best to which interventions?

Time and Practice





















Our Goal for Data Analysis



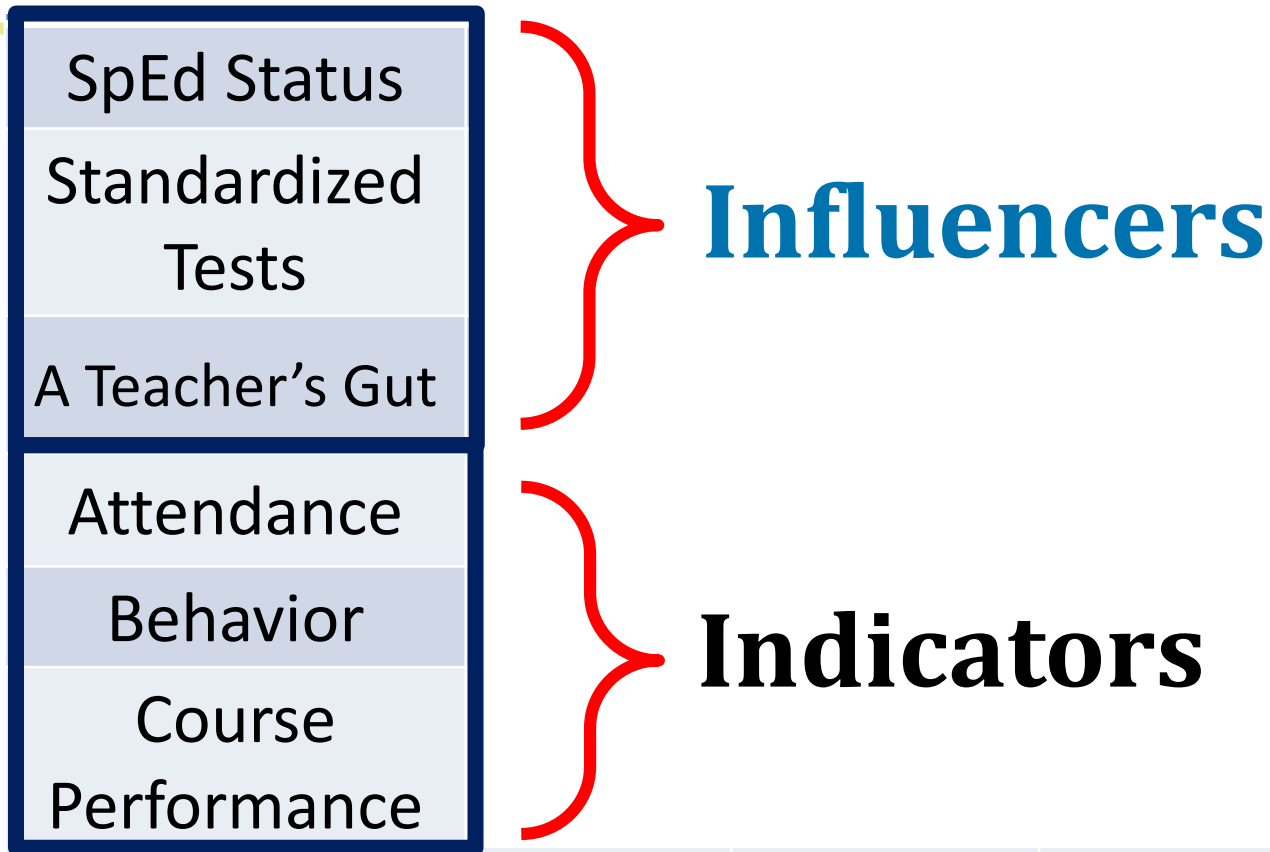


Reliable Predictive Actionable

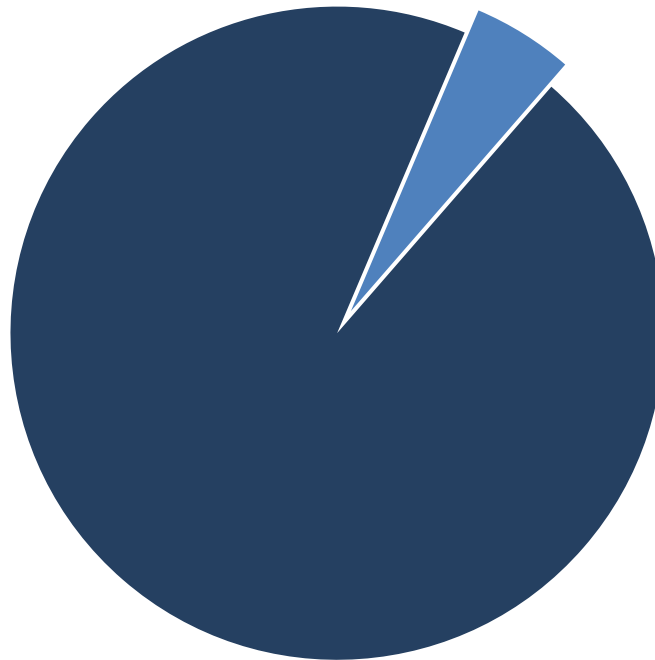


	Reliable	Predictive	Actionable
SpEd Status			
Standardized Tests			
A Teacher's Gut			
Attendance			
Behavior			
Course Performance			





A Productive Use of Time



■ Talking
about
Data





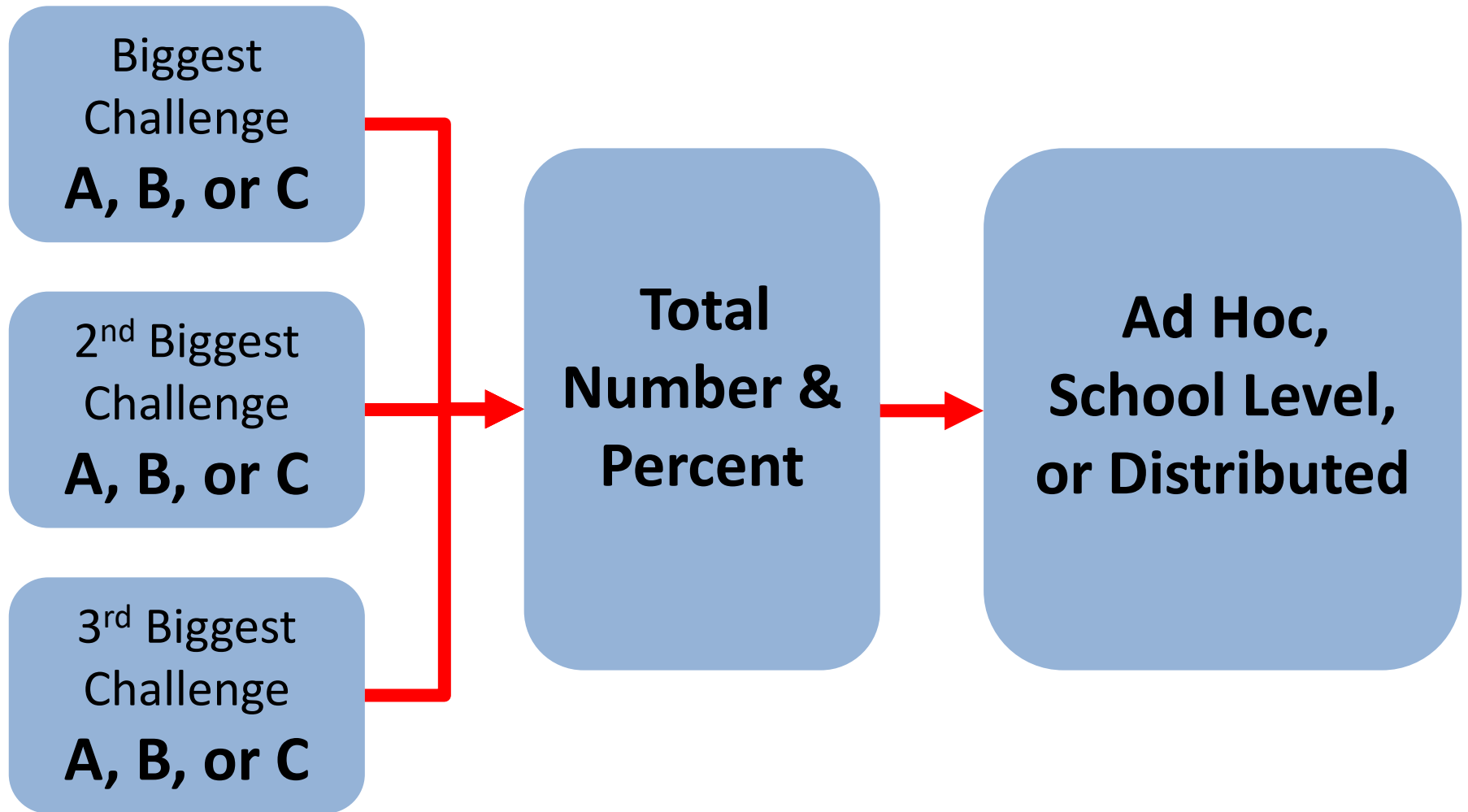
	A	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X
1									85	10	9	11				0	0	Q1 (2017)					
2	ID	LastName	FirstName	Grd Lvl	Gndr	ELL	Eth	SPED	EWI	ET	Check	FL4	FL43	FL42	FL5	FL6	Ovrll	Att2	Bhvr2	Math	ELA	Sci	Soc
4	8130843	Bickel	Angele	7	Male	Not Eligil	H	No	x		x						5	96%	3	F	F	F	F
12	6670939	Cardillo	Pamula	7	Female	Not Eligil	W	No	x		x						6	90%	2	F	F	F	F
16	6917702	Brouwer	Sabine	7	Female	Not Eligil	I	No	x	x	x						2	93%	1	A	F	C	A
17	6883177	Liz	Bambi	7	Male	Not Eligil	H	No	x	x	x	x					2	99%	1	C+	F	D	B-
19	6566822	Buffaloe	Annmarie	7	Male	Not Eligil	H	Yes	x		x	x					3	89%	1	C	F	C	C
25	6811772	Hadley	Cornell	7	Male	Not Eligil	H	No	x		x	x					2	74%	1	C+	C+	C+	C
26	6879837	Field	Katharina	7	Female	Not Eligil	H	No	x		x	x					2	99%	1	F	C	D+	D
31	6946487	Sadberry	Annamarie	7	Male	Not Eligil	H	Yes	x		x	x					3	89%	1	C+	B-	F	B-
32	6793707	Hendriks	Marnie	7	Male	Not Eligil	H	No			x						1	95%	1	C	A-	A+	A-
33	8010945	Cahill	Lynetta	7	Female	Not Eligil	H	No	x	x		x					4	91%	0	F	F	F	F
34	8120290	Digiacomio	Marilu	7	Male	Not Eligil	H	No	x	x		x					2	96%	0	B-	F	F	D
37	8036371	Farver	Dannette	7	Female	Not Eligil	H	No		x		x					1	94%	0	D	F	B-	D-
38	6800171	Sloan	Latonya	7	Male	Not Eligil	H	No	x			x					3	93%	0	C	F	F	F
40	6997373	Farhat	Lisbeth	7	Female	Served	I	Yes	x			x					2	81%	0	D	D+	F	C+
43	6841613	Arguello	Alethea	7	Female	Not Eligil	H	No	x	x							2	96%	0	D+	D-	F	F
44	8010594	Radford	Patria	7	Male	Not Eligil	H	No	x	x							3	76%	0	F	D-	F	C-
46	6888234	Curry	Claudine	7	Male	Not Eligil	H	No		x							1	96%	0	F	D-	D-	D
47	6860936	Shifflett	Suzette	7	Female	Not Eligil	H	No		x							1	94%	0	D+	D-	F	D+
53	6854152	Weitz	Lia	7	Female	Not Eligil	H	No		x							0	97%	0	C-	D-	D-	D
54	8122739	Hinchey	Dominique	7	Female	Not Eligil	H	No	x								2	97%	0	F	D-	F	D-
57	8009847	Pfaff	Antony	7	Male	Not Eligil	H	Yes									1	97%	0	C	D-	F	C-
58	8130664	Rainville	Mao	7	Male	Not Eligil	H	No									0	98%	0	C-	D-	C	D-
60	6876189	Shy	Dee	7	Female	Not Eligil	H	No	x								3	100%	0	F	D	F	F
64	6856520	Whaley	Stephen	7	Female	Not Eligil	H	No									2	96%	0	F	D	F	D-
66	8133402	Durrance	Wilbur	7	Male	Not Eligil	H	No									0	99%	0	D	D	B	A
67	6791024	Few	Refugia	7	Male	Not Eligil	M	Yes									0	94%	0	B-	D	B-	D+
69	6842074	Figgins	Hiedi	7	Male	Not Eligil	H	Yes									0	92%	0	C	D	C	D+
70	8134192	Huntzinger	Kera	7	Female	Not Eligil	H	No									0	95%	0	D	D	B	A
71	6895965	Lenart	Ezekiel	7	Female	Not Eligil	H	No									0	94%	0	C	D	B	B
72	8126731	Saulsbury	Madelaine	7	Female	Not Eligil	H	No									1	97%	0	F	D	C-	B-
76	7119662	Soriano	Percy	7	Female	Served	H	Yes									0	94%	0	C-	D	D-	C
87	6895155	Spradley	Crystal	7	Male	Not Eligil	H	No									0	96%	0	C	D	B	B
88	6884332	Vanderpool	Christiana	7	Female	Not Eligil	H	No									0	98%	0	C	D	A+	C
95	6851299	Vogus	Annmari	7	Male	Not Eligil	H	No									1	75%	0	D	D	D	D+
96	7216161	Yates	Chandra	7	Male	Not Eligil	H	No									0	99%	0	B	D	C+	C-
97	6578074	Gilmer	Jolie	7	Male	Not Eligil	H	Yes	x								2	85%	0	F	C+	C-	D-

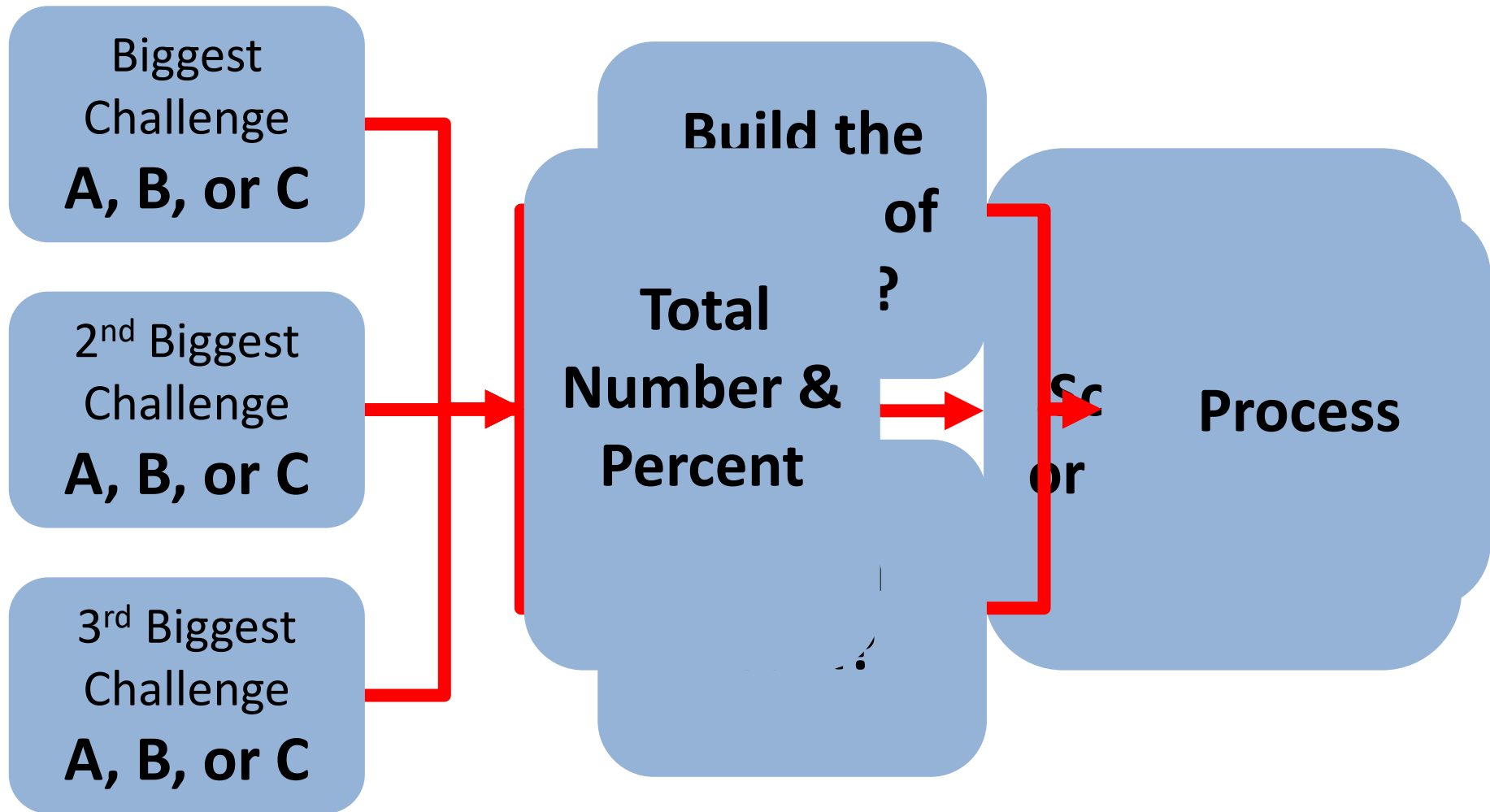


Biggest
Challenge
A, B, or C

2nd Biggest
Challenge
A, B, or C

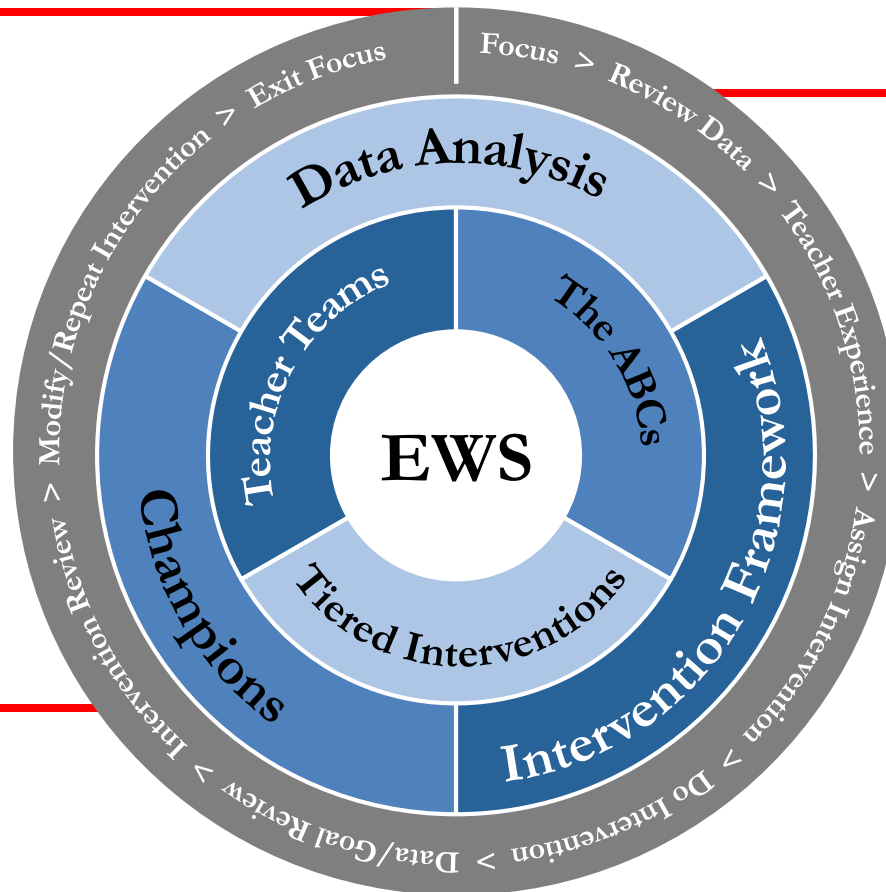
3rd Biggest
Challenge
A, B, or C





The Process

Core Components



Action Components

NATIONAL STUDENT ATTENDANCE, ENGAGEMENT, AND SUCCESS CENTER



EWS Playbook

Planning the process for implementation



NSAESC

National Student Attendance, Engagement, and Success Center

Focus

- What's in place? What are you currently doing?
- Data: What are the data saying?
- Interventions/Resources: What's available?
- Organizational Structures
 - EWI Meetings
- Goals
- Next Steps



Purpose:

To have EWS implementation/expansion information in ONE place

- Team is in place
- Need trainings
- Need to evaluate resources and create a resource map
- Need to figure out schedule of EWI meetings (Tier 1)
- Need to create a plan for Tier 1 & 2
- School partners are involved in EWS implementation



EWS On-Site Observation

Tool

Staff capacity, involvement, and awareness

Questions in this section are designed to help get a sense of the awareness of the initiative across the school, the variety of positions involved, and some of the structures in place to build and use an Early Warning System. Schools with high levels of implementation will have broad awareness, involvement, and consistent structures in place to design and use the Early Warning System.

Awareness

Low

Medium

High

- Do all staff know about the Early Warning System implementation?
- Are district staff involved in implementation?
- Do students and families know about EWS implementation?
- Are school partners aware of and participating in EWS implementation?

EWS Team

Low

Medium

High

- Have you created an EWS team?
- What does their weekly work look like?
- Do they meet regularly?

Teachers

Low

Medium

High

- Are teachers involved in the EWS implementation?
- Do teams meet regularly to discuss EWI data?



Data Capacity

Questions in this section focus around the organization and access to ABC data as well as the use of this data for individual, group, and school-wide responses. Schools with high levels of implementation have clear processes for updating data, visible data for staff and students on their individual, grade, and school level, and are using ABC data to make decisions at multiple levels.

Data Management	Low	Medium	High
<ul style="list-style-type: none"> - Do you have a data point person or data manager? - Does ABC data have to be input manually? 			
Access to Real-time Data	Low	Medium	High
<ul style="list-style-type: none"> - Do staff have access to the data? - How often is this updated (every day, once a month, quarter)? 			
Data Displays and visible data	Low	Medium	High
<ul style="list-style-type: none"> - Is there a common definition for on and off-track in each of the ABCs? - Are there displays that are visible to students and staff? - Are students aware of what success in the ABCs means? 			
Data Usage	Low	Medium	High
<ul style="list-style-type: none"> - Is ABC data used regularly as part of EWS meetings (leadership, planning, other)? - Is there a protocol to use ABC data as a part of meetings? - Is there evidence of ABC data in conversations with students? - Do you have a “focus list” of the students who are off-track in each of the indicators? 			



Intervention System

Questions in this section focus on awareness and availability of a variety of interventions, partnerships, and tracking systems for monitoring interventions. Schools with high levels of implementation will have clearly mapped out what resources are available, will have resources to meet the needs, and will have clear systems for tracking and following up on interventions.

Resource Map	Low	Medium	High
<ul style="list-style-type: none"> - Have you created a resource map describing the interventions available at your school? - Does the resource map include internal and external interventions? - Are there clear ways for staff and students to access interventions? - Do you have a mix of Tier I, II, and III interventions? 			
Partnerships	Low	Medium	High
<ul style="list-style-type: none"> - Are there partnerships that you have with outside organizations, agencies, or volunteers? 			
Interventions	Low	Medium	High
<ul style="list-style-type: none"> - Is there a place where it is documented what interventions are assigned to which students? - Is there a process in place for follow-up to assigned interventions? 			



EWS Implementation Goal #1

Goal #1	Teacher and EWI Teams
Responder/Point Person	Action
?	Create a master schedule that supports weekly common planning time for EWS teams
?	Identify school EWS facilitator
?	Provide training for EWS facilitator on: writing ABC plans, building a resource map, data management, monitoring/check-ins, and report card conferences
?	Identify EWI meeting facilitators for each team or grade level



EWS Implementation Goal #2

Goal #2	Tier 1 ABCs
Responder/Point Person	Action
?	Create goals around attendance, behavior, and course performance
?	PD—train EWI meeting facilitators: ABC plans
?	Hold report card conferences at least twice during the year



EWS Implementation Goal #3

Goal #3	EWI Meetings: For each team
Responder/Point Person	Action
?	Establish norms
?	Use EWI protocol for meeting
?	Share roles among team
?	Use tracking tool to record and follow up on interventions
?	Facilitate EWI meetings on a consistent basis
?	School EWS facilitator check-ins with EWI meeting facilitators



NATIONAL STUDENT ATTENDANCE, ENGAGEMENT, AND SUCCESS CENTER



Putting Together EWS Implementation Tasks: Timeline & Action Plan



NSAESC

National Student Attendance, Engagement, and Success Center

TASKS IN NEED OF COMPLETION DATES							
	Summer	August	September	October	November	December	January
Identify a facilitator who will serve as the school's point person							
Identify a promotion/early warning team							
Create a resource map							
Developing a process for referral to interventions							
Hold first 3 EWI Meetings							
Analysis w/ leadership team of quarterly ABC data							
Examination and Analysis of interventions							
Held Report card conferences							



School		School Year			
Point Person:					
EWS Implementation Tasks	School Task	Goal/Follow-up	Champion	Completion date	Comments
Build/Implement site-specific EWI&I Tool	Collect baseline ABC data	Complete "test-run" of data			
Provide initial training for setup of EWI&I tool to leadership team	Identify a facilitator who will serve as the school's point person	Point Person Identified			
Identify an Early Warning Team(s)	Point person trains team on using, inputting, and updating the data tool	EWS Team Members Identified (Use Teaming Rubric to evaluate team after 1st Quarter)			
Create a year-long implementation plan		Create a calendar/schedule of meetings			
Assess initiatives and current interventions	Create a Resource Map	Develop a process for referral to interventions			
Conduct "mock" EWI Meeting	Identify time and space. Coordinate with facilitator.	Create a calendar/schedule of meetings			
Hold First 3 EWI Meetings	Review EWI Meeting Rubric	Set goals of improvement			
Hold First Report Card Conference (RCC)	Review RCC process	Set goals of improvement			
Analysis with leadership team of quarterly ABC data				Q1	
				Q2	
				Q3	
				Q4	
Examination and analysis of interventions				S1	
				S2	
Hold Report Card Conferences				Q1	
				Q2	
				Q3	
Action Planning					
Focus	Notes	Date	Point		



Activity: Take a piece of chart paper and jot down the following:

- How might my school benefit from what was shared today?
- What challenges might we face?
- How can I address those challenges?

Benefits	Challenges	Solutions



Gallery Walk



Nominate a person to represent your table. That person will remain at the table to answer any questions from the groups.

Walkers: As you look at everyone's analysis, discuss the commonalities and express your challenges to brainstorm some solutions to move your school to the next level.



NATIONAL STUDENT ATTENDANCE, ENGAGEMENT, AND SUCCESS CENTER



Thank you!

fwalker@jhu.edu

pverstraete@jhu.edu



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>

The work reported herein is supported under the Education Technical Assistance and Support Services (EDTASS) project, National Early Warning System and Chronic Absenteeism Reduction Center, Contract Number ED-ESE-15-A-0011/0004, from September 27, 2016 – September 26, 2018, as administered by the Office of Safe and Healthy Students, U.S. Department of Education. This contract was awarded to Jobs for the Future, Inc. (JFF). The contents do not necessarily represent the positions or policies of the Office of Safe and Healthy Students or the U.S. Department of Education and you should not assume endorsement by the federal government.

