



Early Warning Systems in Action

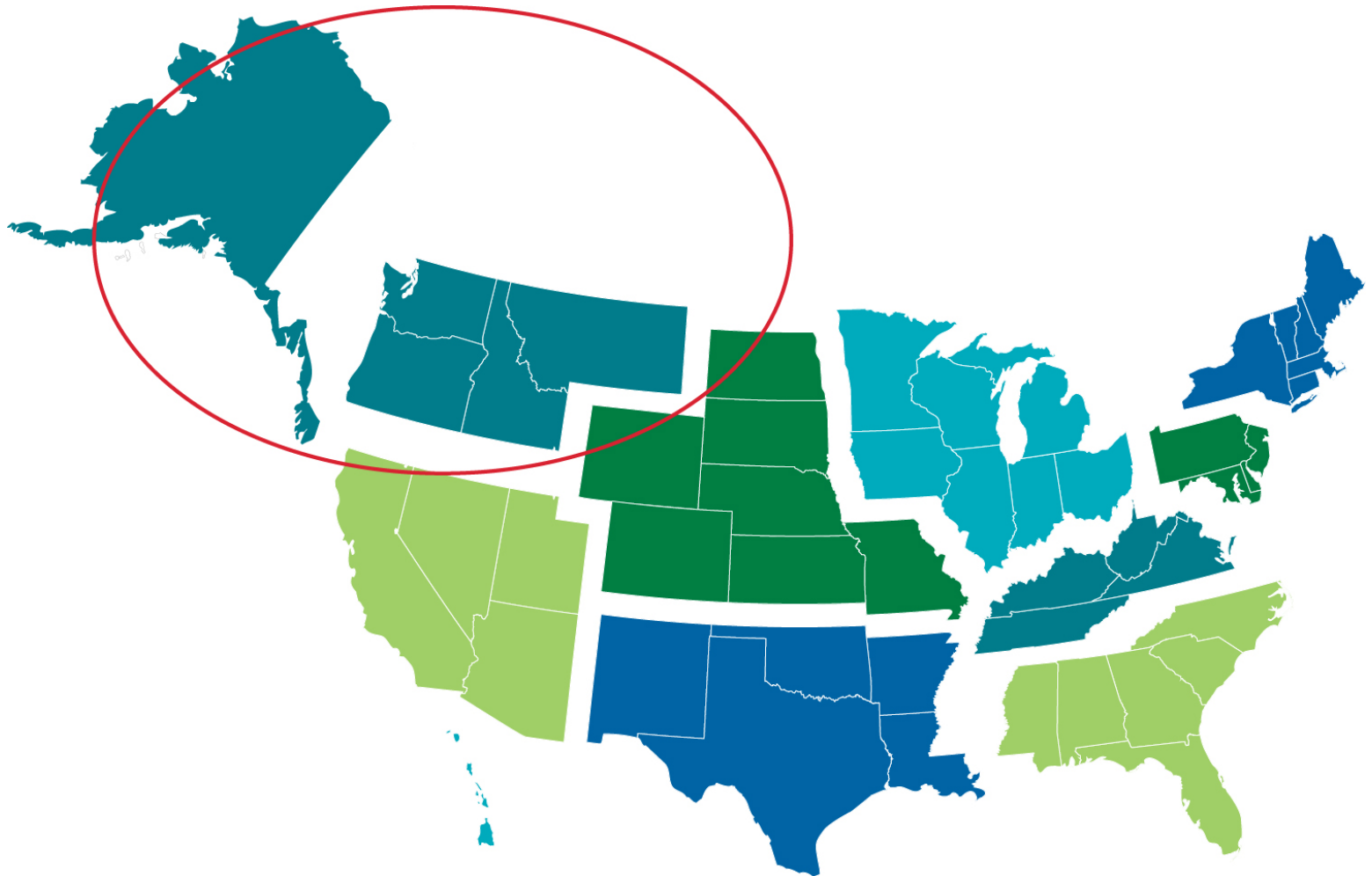
19 June 2015

40th Annual COSA Seaside Conference

Denise Wright - Centennial School District

Kendra Hughes - REL NW

REL Northwest Region



Research Alliance

“A group of stakeholders who share a specific educational concern and agree to work together to learn more about the concern so that they can make sound decisions to improve education outcomes.”

(REL Performance Work Statement, April 2011)

Priority: Increasing graduation rates and readiness for postsecondary education and careers



OLN Research Alliance

- Equity in High School Graduation Task Force
 - Increase high school graduation and completion rates, and eliminate disparity in graduation rates among student groups.
 - Increase the use of tools and processes to review dropout and graduation data through a lens of equity
 - Increase the use of research-based practices to improve graduation rates

Why Early Warning Systems?

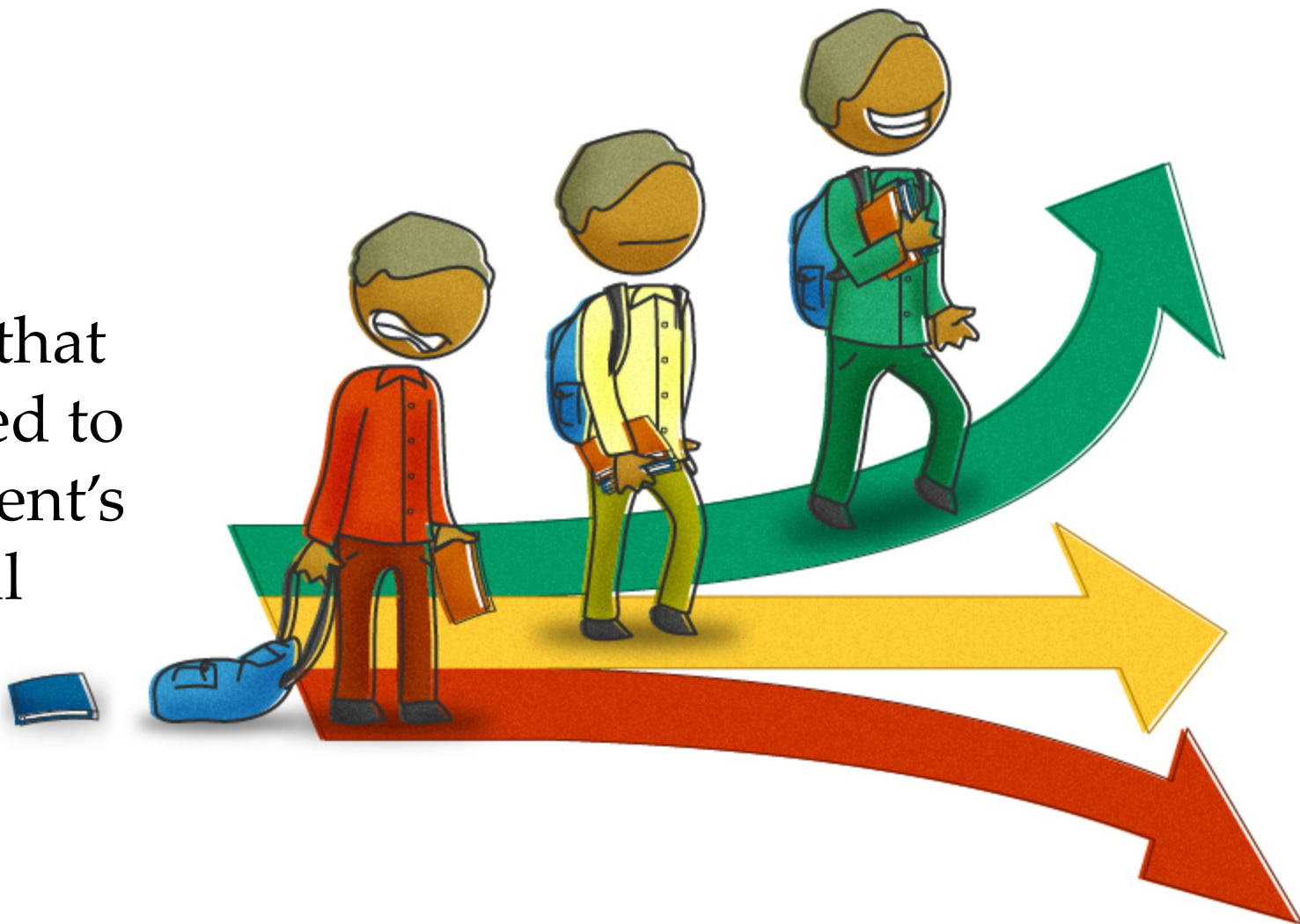


According to the National dropout prevention center for students with disabilities. . .

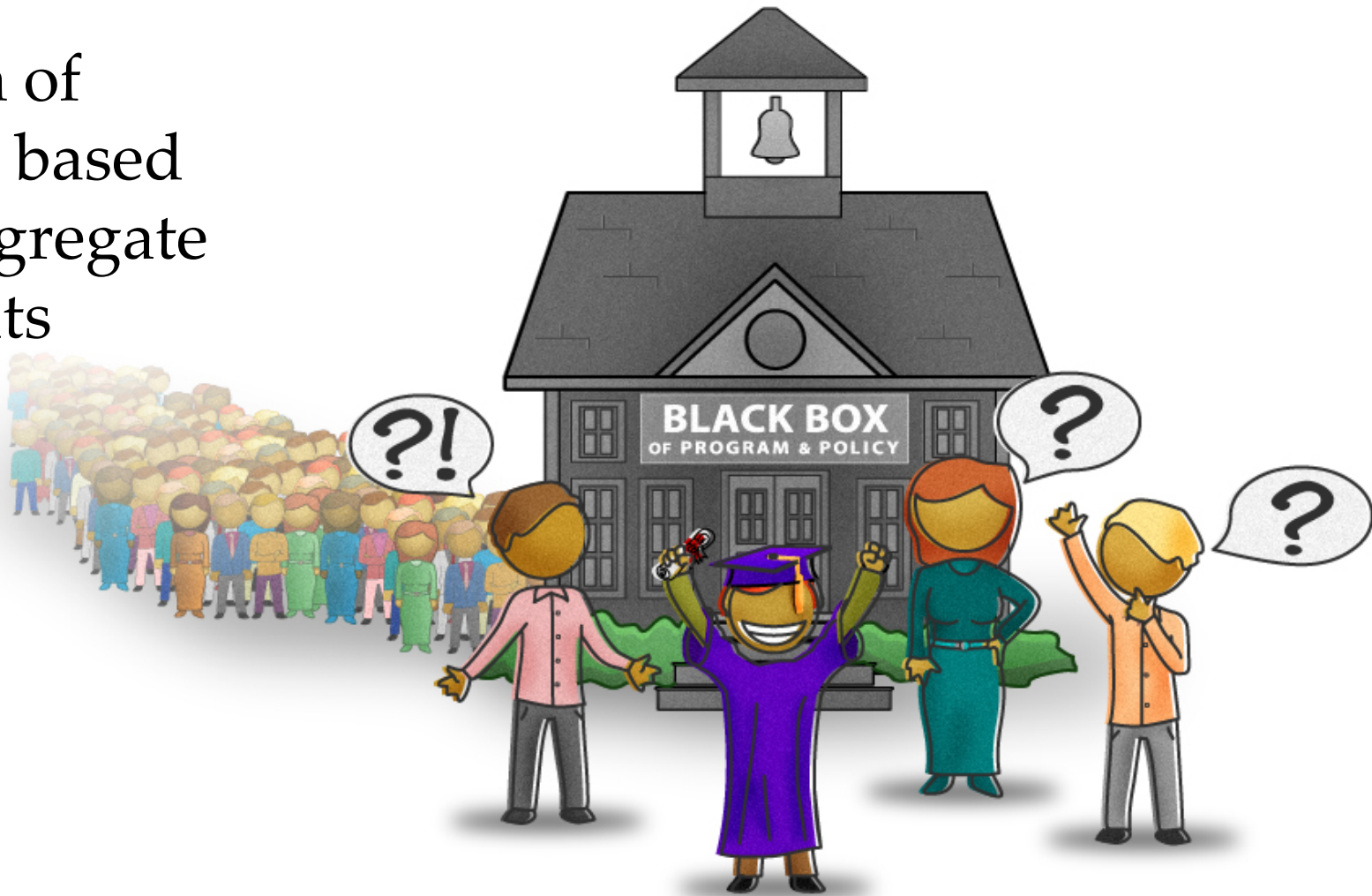
- One high school student drops out every 26 seconds
- Missing one day a week of school from K-11th grade is the equivalent of missing 5 semesters of schooling
- High school students have only 720 days to prepare for postsecondary education, training & employment
- Differences exist between graduates and dropouts as early as Kindergarten
- By the third grade, dropouts can be distinguished from graduates with a 66% accuracy using attendance rates alone
- Students with behavior records have only a 17% chance of graduating on time

Adapted from Loujeania W. Bost, PhD. 2013 COSA Conference

Help the district provide targeted supports that are tailored to each student's individual areas of growth



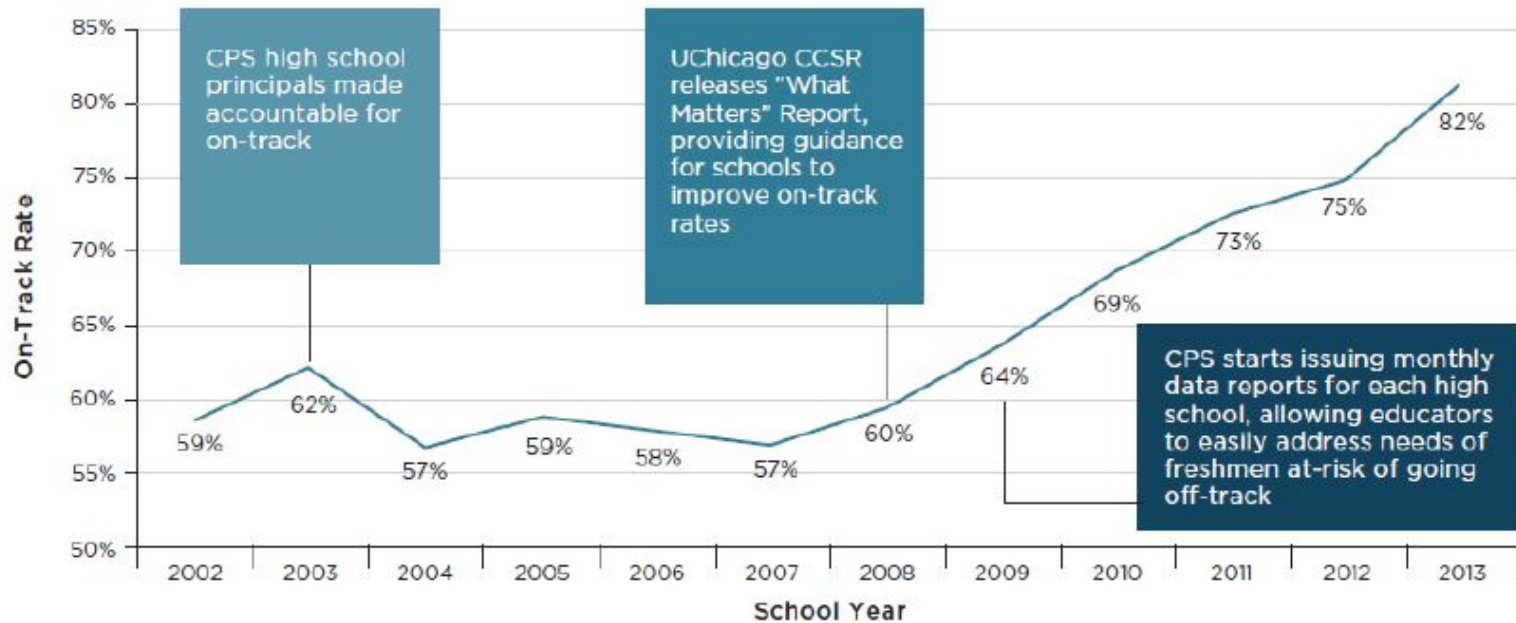
Guide the district's allocation of resources based on the aggregate needs of its students



Chicago Public Schools

FIGURE 1

Ninth grade on-track rates improved most when schools acted on real time data about student absences and course performance



Note: This figure represents first-time freshmen who are not receiving special education services and are not enrolled in a charter or alternative school.

Early Warning Systems

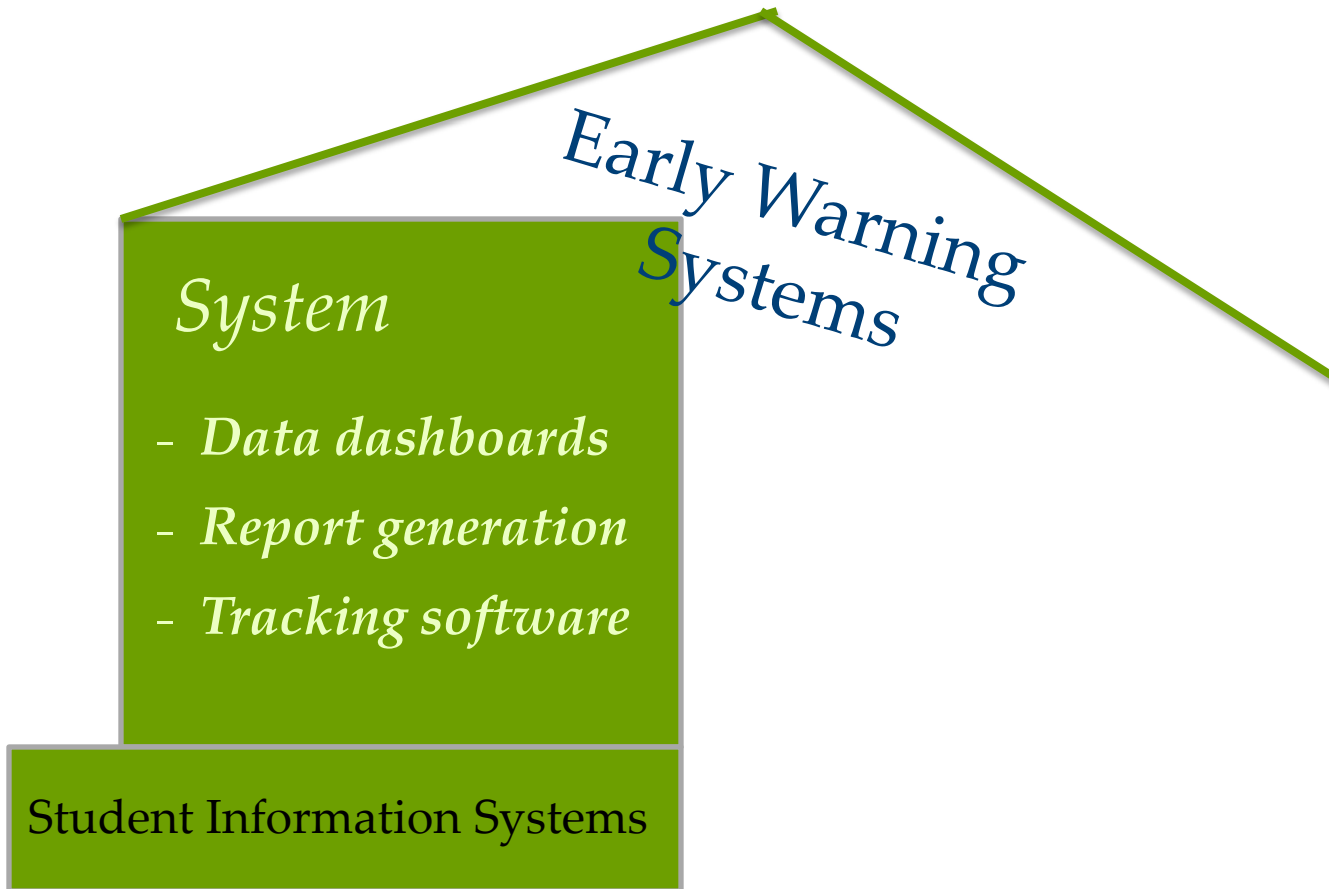
Data dashboards

Report generation

Tracking software

Student Information Systems





Early Warning Systems

System

- *Data dashboards*
- *Report generation*
- *Tracking software*

Implementation

- *Team building*
- *Tips for system use*
- *Formative evaluation*

Student Information Systems

Implementation

Establishing EWS Teams

Position	Responsibility
IT staff	Inputs data, collaborates on report structures, builds reports, updates data
School team leader	Serves as a liaison for the school with other schools and the district, ensures compliance with overall mission
District-level leader	Disseminates accomplishments and challenges, advocates for policy change at district level
Program coordinator	Keeps track of the mapping between indicators and interventions available
School counselor	Represents the students' voice, relays what is working on a day-to-day basis
Representatives from different stakeholder groups (e.g., content-area teachers, special education and ELL teachers, equity coordinators, and members of parent/students organizations)	Serve as advisors and provide insight into how the system is working for a variety of stakeholders (some systems employ different members on a rotating basis)

Indicators & Reports

- Updating Protocol
- Validity & Thresholds
- Accommodating Different Report Uses
- Student Privacy
- Distribution Schedule

Diploma Indicators



Attendance problems:

- Can cause a student to fall behind in coursework and consequently earn poor grades
- Can indicate that a student is struggling with health, family, or other personal issues
- Can indicate issues of disengagement or unwelcoming environments at the school level

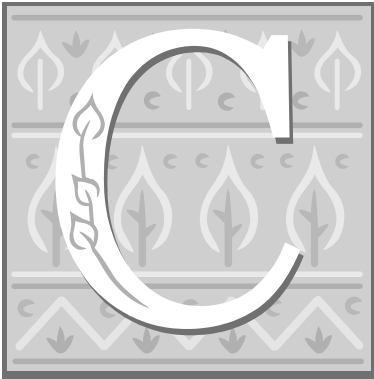
Diploma Indicators



Behavior incidences:

- Can indicate that a student is disengaging from the school environment
- Can create additional strain on a student's ability to catch up

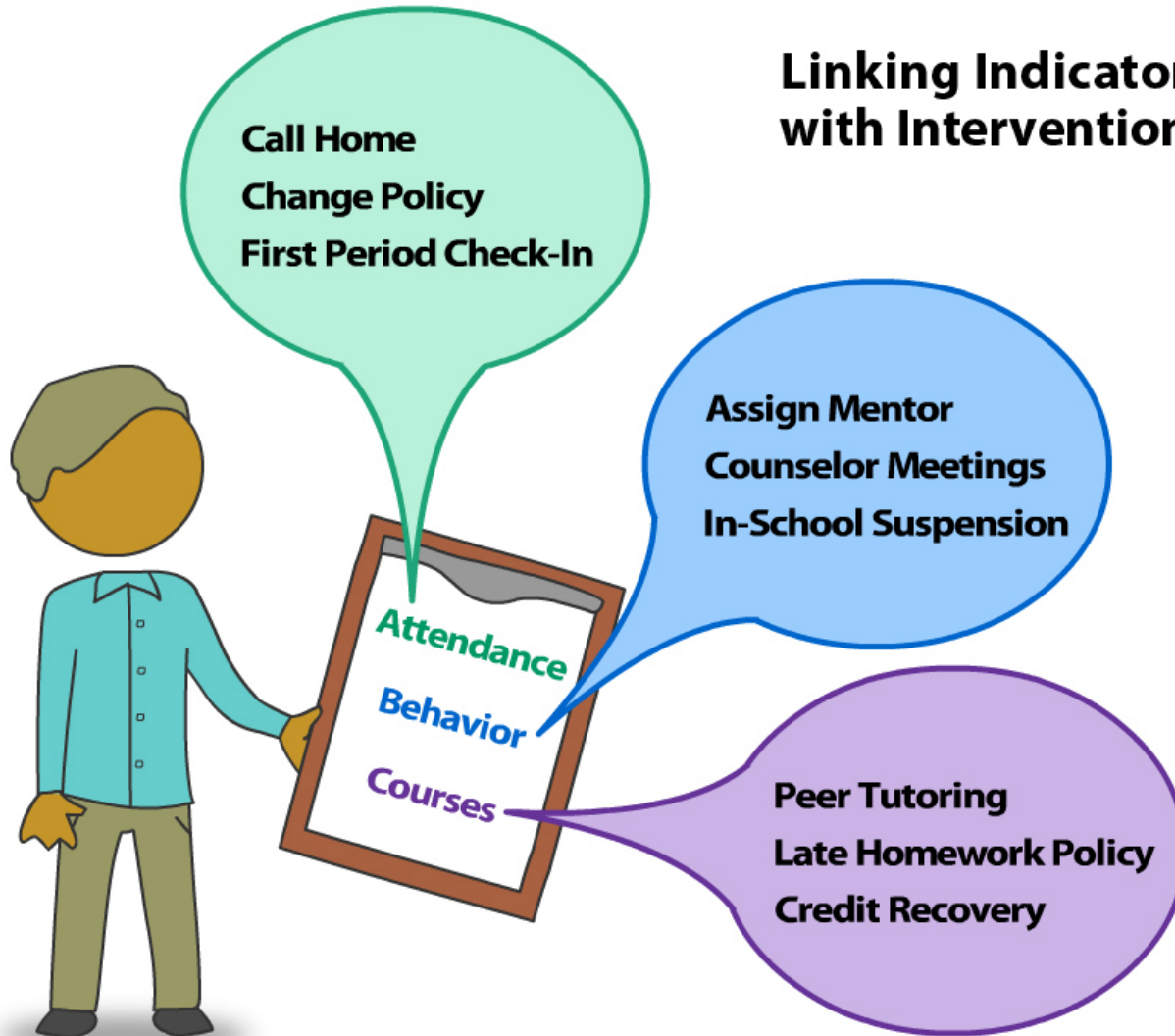
Diploma Indicators



Course performance:

- Can require a student to make up credit outside of regularly scheduled school time
- Can indicate that a student is disengaging at the classroom level and may need more challenging curriculum and instruction

Linking Indicators with Interventions



Evaluate the Interventions

Bobby

↑ Attendance: Call Home, Free Transport

↑ Course Grades: Late Homework Accepted

Grace

↓ Behavior: Peer Mentors, Counselor Check-In

Joshua

↑ Attendance: Call Home

↓ Behavior: Counselor Check-In



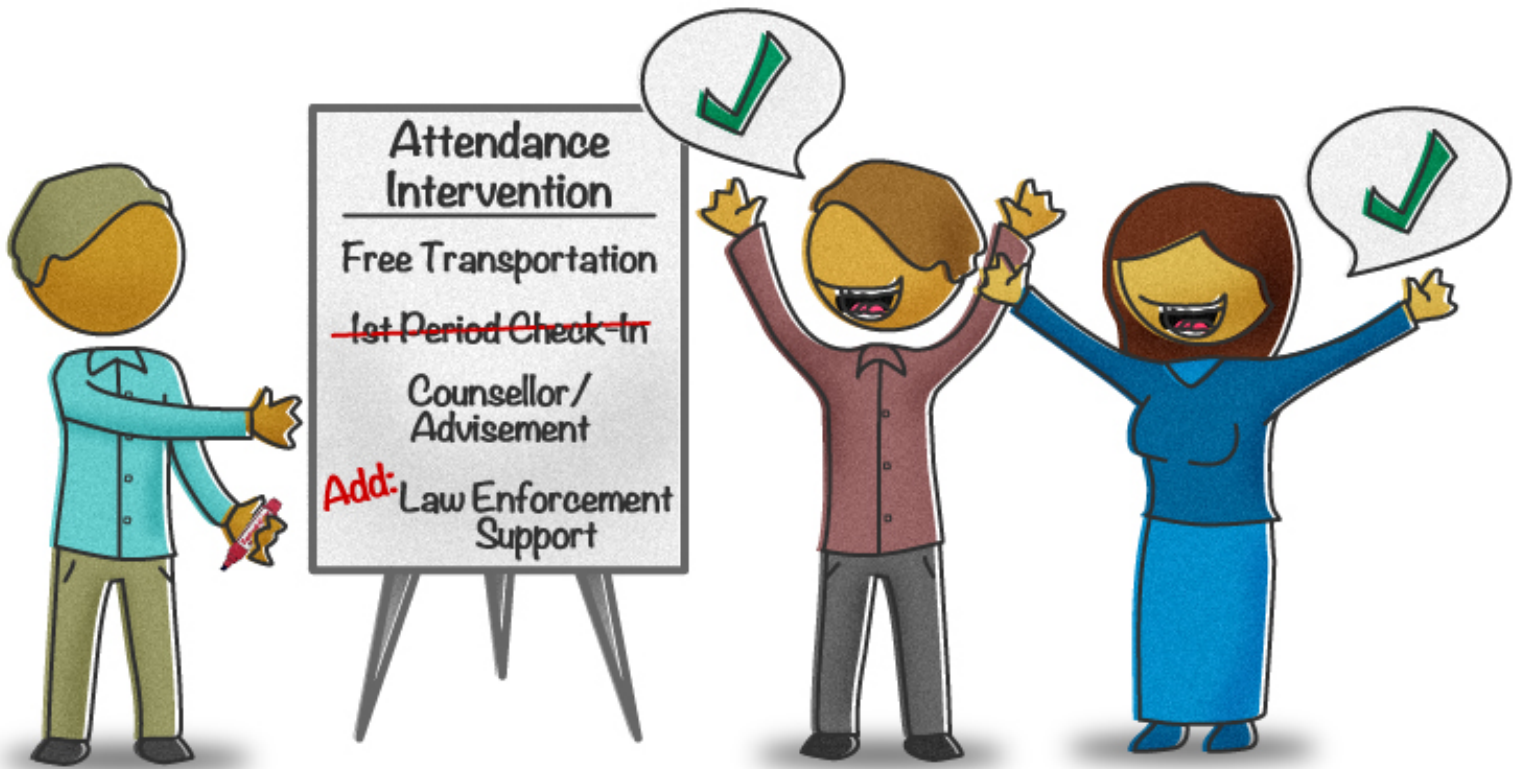


Attendance Intervention

Free Transportation

1st Period Check-In

Counsellor/
Advisement



Using Data for Targeted Outcomes

- Ninth grade transition
- High school graduation
- Postsecondary readiness

Early Warning System as a Part of the Centennial School District's Multi-Tiered Systems of Support

Denise Wright
Student Services Supervisor
COISA June 19, 2015



Outcomes:

- ◆ District Team Process
- ◆ Specific Examples of Building Implementation
- ◆ Next Steps

DISTRICT FACTS

💧 Total Enrollment: 6,700 Located in East County

💧 31% minority (Latino Students 22%)

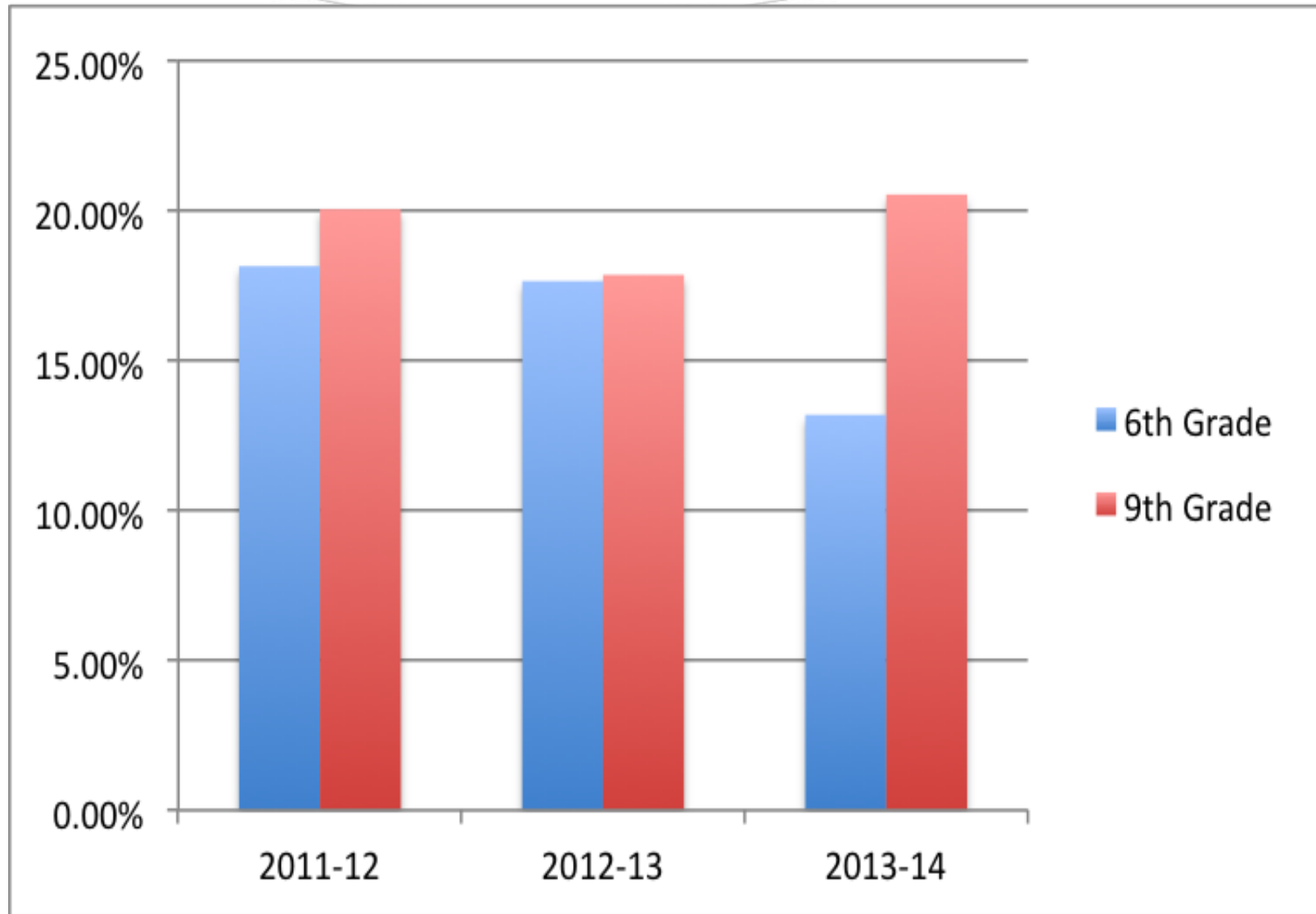
💧 19% English Language Learners

💧 45% Free & Reduced

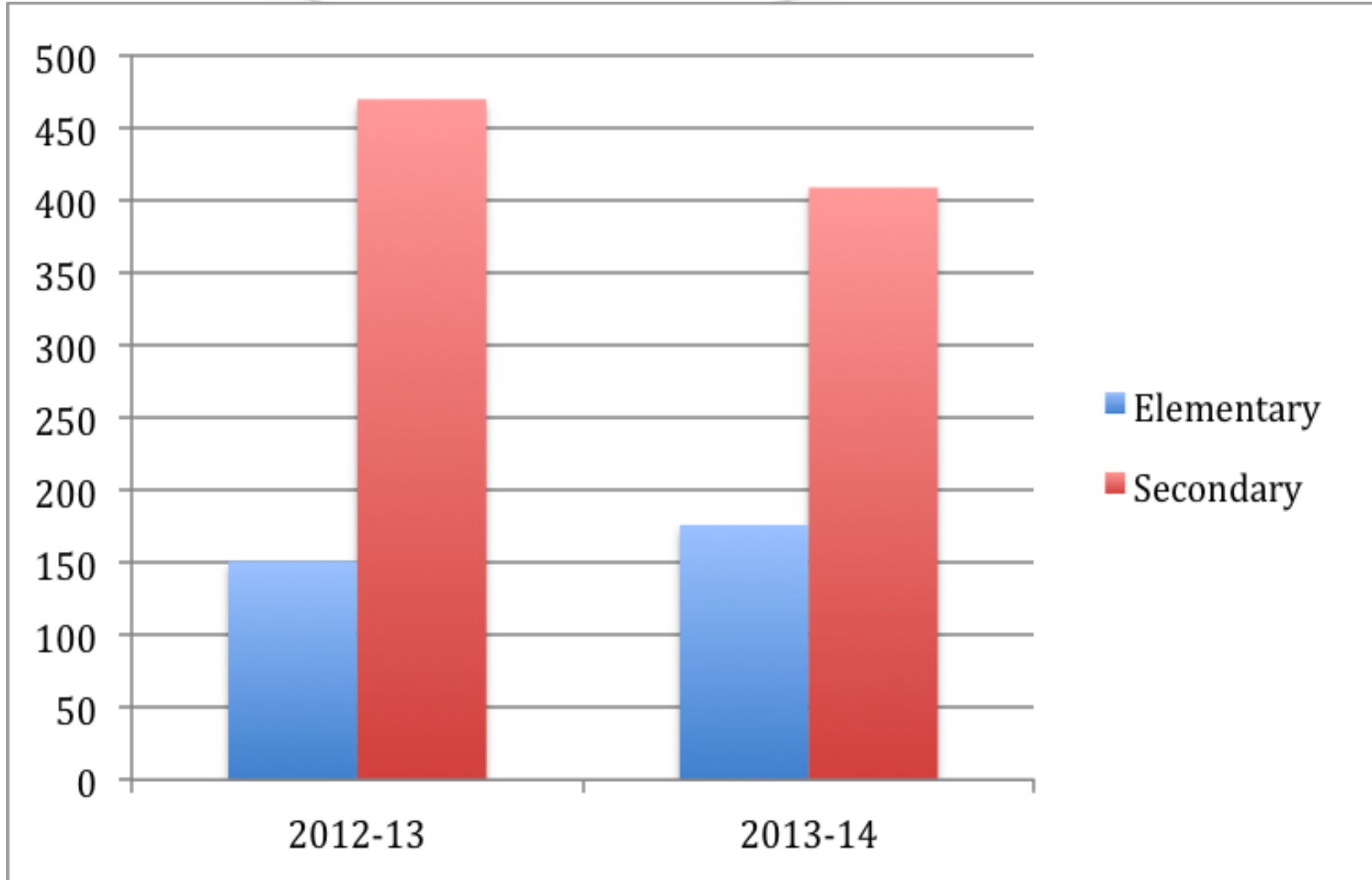
💧 75.9% (13-14) 9th grade On-Track (credits):

💧 66.8% (13-14) 4 yr. Graduation Rate:

Attendance-90% or less

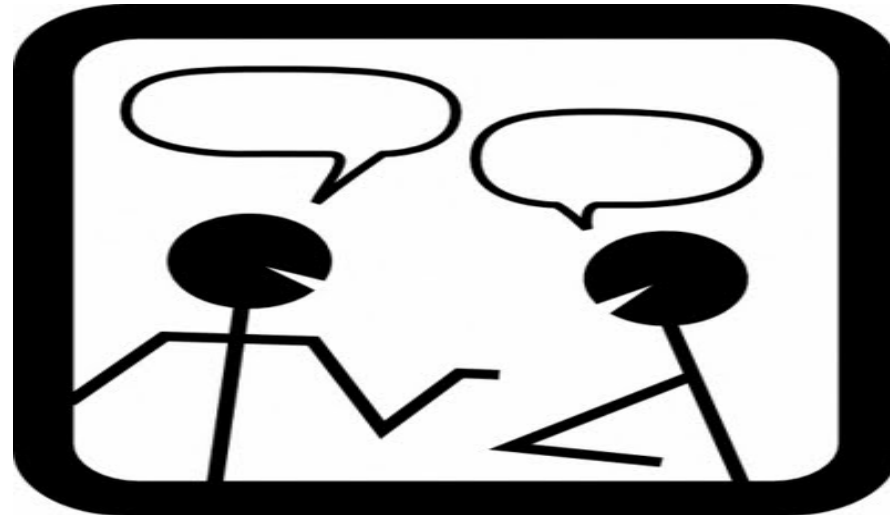


Behavior-Out of School Suspensions



Turn & Talk

How does this data look in comparison to your own district/building's data?



Centennial's EWS Timeline:

2012-13

- ◆ **Equity Work With District Leaders (CFEE)**
- ◆ **PBIS/PLCs**

- **Attended EWS Introduction w/ FHI360**
- **Superintendent Support**
- **District Self-Assessment**

2013-14

- ◆ **Equity Work with Staff**
- ◆ **PBIS/PLCs**

- **Chose District Team Members**
- **Purpose of EWS**
- **Used REL EWS Modules**
- **Chose Indicators**
- **Set Tentative Thresholds**
- **Researched Data Report Options**
- **Began Documenting Interventions**
- **Updates Provided to Admin**
- **Rough Draft of 3 year Plan**

2014-15

- ◆ **Equity Work with Staff (Taking it Up & Building Based)**
- ◆ **Trauma Informed Practices**
- ◆ **Change in Discipline Practices**
- ◆ **PBIS/PLCs**

- August Admin Updates/Review
- Hired Data Analyst
- Fine Tuned EWS Reports (Secondary)
- Determined EWS Reports (Elementary)
- Adjustments Made to Indicators
- Fall-District EWS Team Meeting
- Oct/Dec. Elementary MTSS Training: -
Nov.-PRESENT Individual Building Team Supports
- March High School Overview
- Spring-District EWS Team Meeting

EWS Work in Centennial School District

2014-15 School Year:

- Adjustments were made to indicators
- Elementary-added attendance to data & interventions/Google Doc
- Middle School-developing report for teams
- Alt. School-Using Attendance reports & developing systems
- High School-incorporating into Student Intervention Team



◆ Clearly defined Multi-Tiered Systems of Support (MTSS)

- ◆ Multiple teams (3-4) that review & analyze data by race and ethnicity at the team level: PBIS, Tier II & Tier III
- ◆ Attendance & Behavior Focus

3 year plan:
Year 1

◆ Data Reports

- ◆ Finalize EWS report for all levels w/ indicators
- ◆ Run consistently twice a month
- ◆ Staff use consistently to drive & adjust interventions (bi-monthly)

◆ Interventions

- ◆ Research based and aligned to each Tier
- ◆ Aligned to indicators
- ◆ Aligned to student need
- ◆ Develop district tracking system (for elementary & secondary) by student for fidelity & success

New Partner Talk



- Is your district/building engaged in similar tasks?
- If yes, share. . .
- If no, what step connects most with the work your district/building is doing already?

Centennial Specific Documents



CSD Indicators (2014-15)

ATTENDANCE

On-track: 90-100%

Sliding: 80-89%

Off-track: less than 80%

COURSE FAILURES: CHS

On-track: F (6+), S (12+), J (18+), S (24+)

Sliding: F (5), S (11), J (17), S (23)

Off-track: F (4 <), S (10<), J (16<), S (22<)

GRADES: CMS

On-track: 0 F's

Sliding: F in ELA & /or Math

Off Track: F in BOTH ELA & Math

BEHAVIOR

On-track: 0 Suspension/0-1 Ref.

Sliding: 1 Suspension/2-4 Ref.

Off-track: 2 or more

Suspensions/

5 or more Referrals

DRA/ All School Write (Elem.)

On-track: Low Risk

Sliding: Some Risk

Off-track: At Risk

Examples: Elementary-Discrete Monthly Attendance Report (Data Warehouse)

Prior Year	Current Year	Gen	ELL	SpEd	Title X	Race	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
	53.42%	F	Y	N	No	H			50.00%	73.33%	50.00%	47.37%	46.15%	
	54.88%	M	N	N	Yes	W					55.56%	63.16%	42.31%	
	56.77%	F	Y	N	No	I		72.22%	53.85%	60.00%	41.67%	68.42%	38.46%	
	65.82%	F	N	Y	No	W		80.00%	46.15%	70.00%	66.67%	68.42%	53.85%	
92.46%	67.23%	F	Y	Y	No	H	60.00%	71.43%	23.08%	80.00%	83.33%	84.21%	53.85%	
	70.00%	M	N	Y	No	H	55.00%	80.95%	100.00%	86.67%	55.56%	80.00%	38.46%	
82.68%	72.27%	F	N	N	No	W	80.00%	66.67%	61.54%	80.00%	77.78%	73.68%	61.54%	
88.04%	72.30%	F	N	N	No	H			72.22%	56.67%	86.11%	68.42%	76.92%	
	73.44%	F	Y	N	No	H			75.00%	80.00%	69.44%	68.42%	80.00%	
	75.63%	M	N	N	No	W	90.00%	71.43%	76.92%	73.33%	83.33%	68.42%	61.54%	
84.36%	76.05%	F	Y	N	No	H	85.00%	95.24%	69.23%	86.67%	55.56%	60.53%	76.92%	
86.31%	76.05%	F	N	N	No	W	65.00%	88.10%	76.92%	83.33%	72.22%	68.42%	80.77%	
	76.06%	M	N	N	Yes	W		93.75%	69.23%	86.67%	83.33%	76.32%	38.46%	
	76.11%	M	Y	N	No	I		86.11%	80.00%	76.67%	61.11%	81.58%	70.00%	
91.86%	77.97%	M	N	Y	No	W	95.00%	95.24%	69.23%	46.67%	64.71%	78.95%	84.62%	
87.98%	78.99%	F	Y	N	No	N	87.50%	90.48%	46.15%	76.67%	88.89%	73.68%	76.92%	
83.52%	78.99%	M	N	N	No	W	75.00%	71.43%	76.92%	80.00%	77.78%	84.21%	92.31%	
	79.28%	M	N	Y	No	W	83.33%	90.48%	53.85%	53.33%	97.22%	81.58%	84.62%	
	79.41%	M	N	N	No	M	80.00%	83.33%	76.92%	60.00%	66.67%	100.00%	84.62%	
95.17%	79.83%	M	Y	N	No	H	70.00%	76.19%	69.23%	93.33%	94.44%	78.95%	76.92%	
82.40%	80.25%	F	N	N	No	W	87.50%	80.95%	84.62%	73.33%	91.67%	73.68%	65.38%	
	80.91%	M	N	N	No	W	70.59%	100.00%	80.00%	86.67%	72.22%	78.95%	70.00%	
	81.08%	F	Y	N	Yes	N		100.00%	80.00%	86.67%	83.33%	73.68%	80.00%	
86.87%	81.09%	F	Y	N	No	H	100.00%	80.95%	61.54%	76.67%	77.78%	78.95%	84.62%	
80.17%	81.51%	M	Y	Y	Yes	W	80.00%	85.71%	76.92%	93.33%	94.44%	84.21%	46.15%	
87.15%	81.93%	M	Y	N	No	H	100.00%	85.71%	69.23%	73.33%	69.44%	89.47%	76.92%	
82.68%	82.35%	M	N	N	No	W	90.00%	95.24%	76.92%	60.00%	80.56%	89.47%	73.08%	
84.50%	82.35%	M	N	N	No	N	87.50%	90.48%	69.23%	76.67%	94.44%	73.68%	76.92%	
	82.73%	M	Y	N	No	H	85.29%	71.43%	80.00%	100.00%	63.89%	94.74%	90.00%	
	82.77%	M	N	Y	No	W	82.50%	83.33%	76.92%	86.67%	77.78%	86.84%	84.62%	
80.51%	82.77%	F	Y	N	Yes	N	95.00%	100.00%	92.31%	80.00%	77.78%	55.26%	76.92%	
84.88%	82.77%	F	N	N	No	W	92.50%	78.57%	69.23%	90.00%	94.44%	78.95%	69.23%	
	83.04%	F	N	N	Yes	W				72.22%	77.78%	92.11%	85.00%	
	83.19%	M	N	N	No	W	85.00%	90.48%	76.92%	83.33%	72.22%	81.58%	92.31%	

Examples: Elementary-Google Doc

a. How many students are in each group? (write numbers below).

TIER II FOCUS for Attendance & for Behavior are students in the Sliding group

ATTENDANCE (From the Discrete Monthly Attendance Report on Data Warehouse)	<i>Tier I-On Track</i>	<i>Tier II-Sliding</i>	<i>Tier III-Off Track</i>
Tier I-326 (77%) Tier II-79 (19 %) Tier III-18 (4%)	90% or higher	89%-80%	79% or lower
1/16/15 TOTAL STUDENTS=424	328 (77%)	73 (17%)	23 (5%)
2/6/15 TOTAL STUDENTS=425	332 (78%)	74 (17%)	19 (4%)
3/6/15 TOTAL STUDENTS=423	326 (77%)	79 (19 %)	18 (4%)
4/3/2015	(%)	(%)	(%)
BEHAVIOR (From SWIS>>>>>)	<i>Tier I-On Track</i>	<i>Tier II-Sliding</i>	<i>Tier III-Off Track</i>
	0 Suspensions	1 Suspensions	2 or more Susp.
	0-1 Referrals	2-4 Referrals	5 or more Refer.

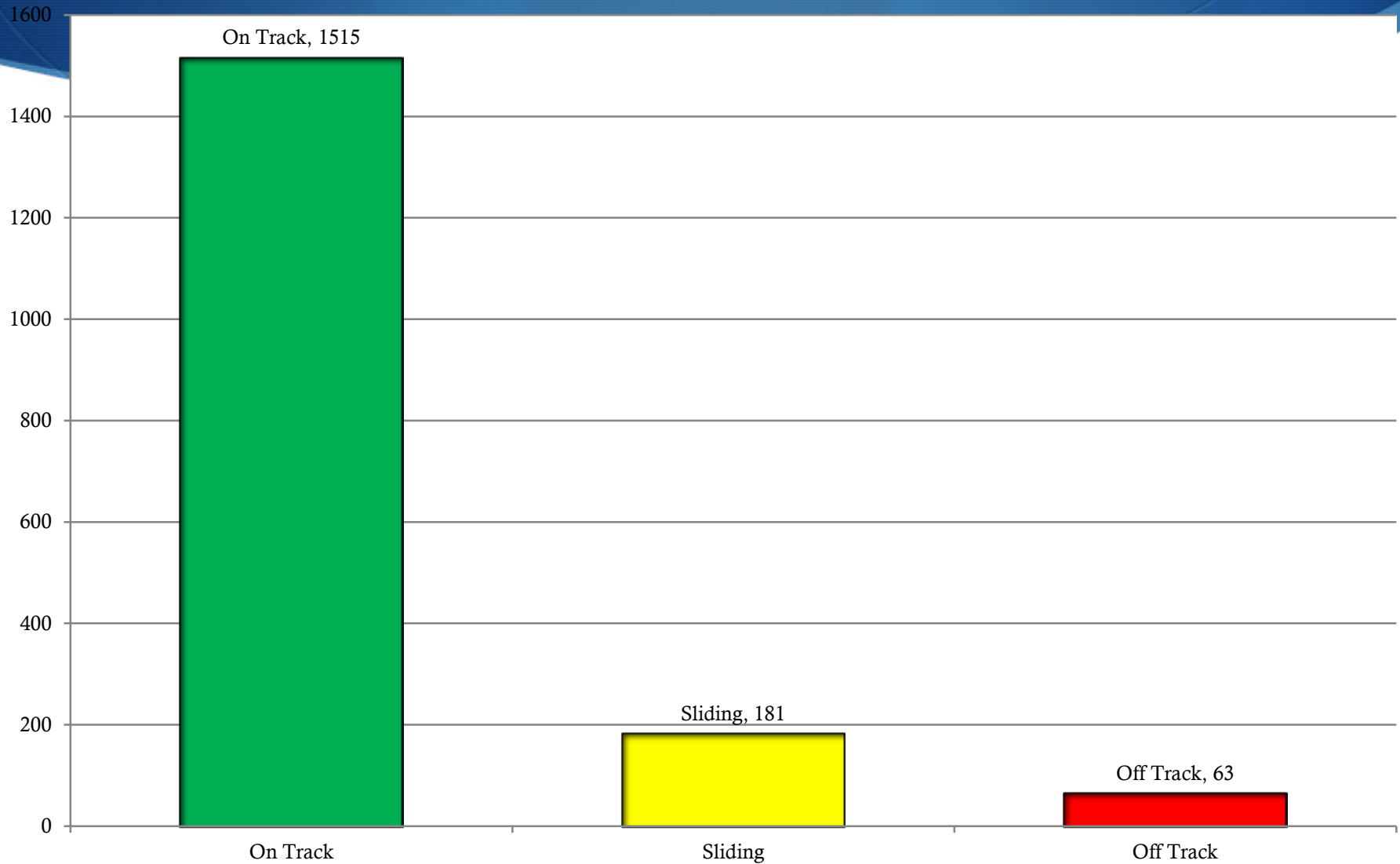
a. What do we know about these groups of students? List students meeting Tier II in the corresponding columns. What patterns or trends are apparent in the following areas:

ATTENDANCE (Tier II-Sliding)	Grade Level	Race	Gender	Special Ed	ELL
	K-1st				

Examples: Secondary-EWS Report

Acader	Suspensi	Referrals	Behavior	Curr Yr	Days Present B	Attendance %	Attendance	Cum Credits	Cum Credit	Credits Fai	Credits Passing
N	0	1	On Track	32	24	75.00%	Off Track	6	7	1	On Track
N	0	0	On Track	32	25	78.13%	Off Track	6	7	1	On Track
N	0	0	On Track	32	25	78.13%	Off Track	4	7	3	Off Track
N	0	0	On Track	32	25	78.13%	Off Track	7	7	0	On Track
N	0	1	On Track	32	24	75.00%	Off Track	5	7	2	Sliding
N	0	0	On Track	32	24	75.00%	Off Track	7	7	0	On Track
N	0	0	On Track	32	23	71.88%	Off Track	6	7	1	On Track
N	0	0	On Track	32	25	78.13%	Off Track	7.5	7.5	0	On Track
N	0	4	Off Track	32	21	65.63%	Off Track	3	7	4	Off Track
N	0	0	On Track	32	22	68.75%	Off Track	7	7.5	0.5	On Track
N	0	0	On Track	29	18	62.07%	Off Track	1.5	3.5	2	Off Track
N	0	0	On Track	32	23	71.88%	Off Track	8	8	0	On Track
N	0	0	On Track	32	19	59.38%	Off Track	4	4.5	0.5	Off Track
N	0	0	On Track	25	10	40.00%	Off Track	4.5	14.5	10	Off Track
N	0	1	On Track	32	24	75.00%	Off Track	1	3.5	2.5	Off Track
Y	0	0	On Track	32	20	62.50%	Off Track	9.5	18	8.5	Off Track
N	0	0	On Track	32	17	53.13%	Off Track	6	11.5	5.5	Off Track
N	0	0	On Track	32	25	78.13%	Off Track	5.5	10.5	5	Off Track
N	0	0	On Track	32	19	59.38%	Off Track	1.375	4.875	3.5	Off Track
N	0	0	On Track	32	18	56.25%	Off Track	11.5	14	2.5	Sliding
Y	0	0	On Track	32	18	56.25%	Off Track	12.5	13.5	1	On Track
N	0	0	On Track	32	25	78.13%	Off Track	6.25	9.75	3.5	Off Track
Y	0	0	On Track	27	18	66.67%	Off Track	6.5	7	0.5	Off Track
Y	0	0	On Track	32	24	75.00%	Off Track	18	18	0	On Track
N	0	0	On Track	32	25	78.13%	Off Track	7.5	13.5	6	Off Track
N	0	0	On Track	32	24	75.00%	Off Track	13	14	1	On Track
N	0	0	On Track	29	21	72.41%	Off Track	10.5	13	2.5	Sliding
N	0	0	On Track	32	24	75.00%	Off Track	5	11.5	6.5	Off Track
N	0	0	On Track	32	22	68.75%	Off Track	4.5	10	5.5	Off Track

Examples: Secondary-Attendance Chart



Subgroup Specific Data

	ATTENDANCE			BEHAVIOR		
	<i>Tier I On Track 90% or higher</i>	<i>Tier II Sliding 89%-80%</i>	<i>Tier III Off Track 79% or lower</i>	<i>Tier I On Track 0 Suspensions 0-1 Referrals</i>	<i>Tier II Sliding 1 Suspensions 2-4 Referrals</i>	<i>Tier III Off Track 2 or more Susp. 5 or more Refer.</i>
10/21/14 School- wide Total St. 1786	85% (1515)	10% (181)	5% (90)	99% (1762)	1% (17)	>1% (7)
10/21/14 Spec. Ed. Total St. 198	80% (158)	13% (25)	7% (15)	95% (188)	4% (8)	1% (2)

Data: How's This All Working?

- ◆ Graduation-4 Year Rate Increase
- ◆ Credits-Increase (specific groups)
- ◆ Discipline-Decrease District Wide
- ◆ Attendance-Overall Similar, Some Bldg Changes



Discuss with a partner:

- 🟢 What information stood out to you?
- 🟢 What examples did you see working in your environment?
- 🟢 What ideas do you have for next steps?

Bring It Altogether

All Buildings Should Have a Multi-tiered System of Support that:

- Consistently Identifies Students Based on Agreed Thresholds
- Quickly Matches Student Need to Intervention
- Provides Intervention/Instruction
- Monitors for Success (increase or decrease intensity, frequency, duration)

Outcomes:

- ◆ District Team Process
- ◆ Specific Examples of Building Implementation
- ◆ Next Steps



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