



JOHNS HOPKINS  
SCHOOL of EDUCATION

EVERYONE  
GRADUATES  
CENTER

# INDICATORS & INTERVENTIONS

A PRACTICAL MANUAL FOR EARLY WARNING SYSTEMS

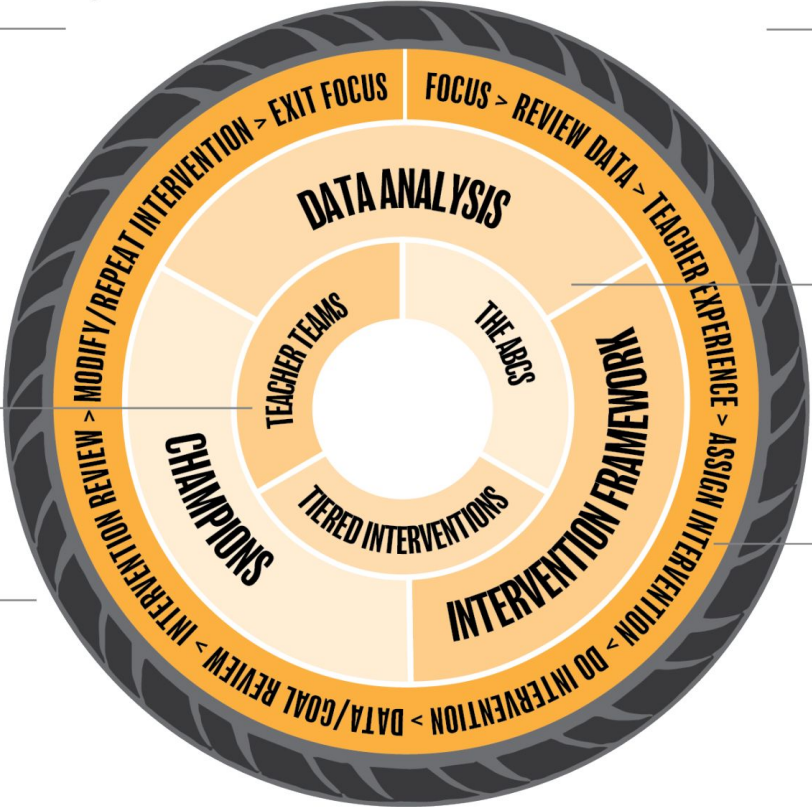
### CORE COMPONENTS

Hold the wheel together



### ACTION COMPONENTS

Feed the wheel



### BEST PRACTICES

Where the rubber meets the road



### THE PROCESS

Gets the wheel spinning



# Early Warning Systems (EWS)?

## EWS

- Result from collaboration among educators, administrators, parents and communities to using data effectively to keep students on the pathway to graduation.

## The **BEST EWS** enable:

- rapid identification of students who are struggling
- rapid interventions that are targeted to students' needs, both immediate and long-term, for support, redirection and greater success
- frequent monitoring of the success of interventions
- rapid modification of interventions that are not working
- shared learning with continuous improvement

# Core Idea of Early Warning Systems

- Monitoring **Early Warning Indicators** makes it possible to identify when students are beginning to fall off-track, providing time to intervene and alter their trajectory through school.
- Schools can be organized to systematically apply school-wide, preventative, targeted, and intensive interventions until students are on-track.



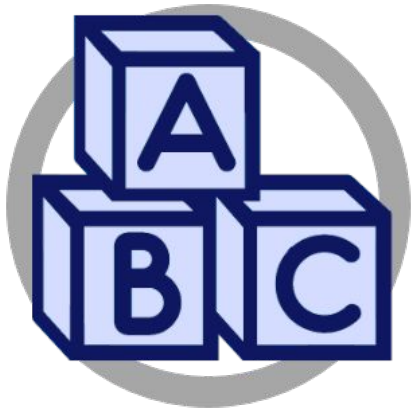
**I&I**

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



**I&I**

research based  
predictors (indicators) of  
student success



**ABCs**

**A**ttendance

**B**ehavior

**C**ourse Performance

# Attendance



# Behavior

# Course Performance

# Lessons Learned from More than a Decade of Research

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## **Attendance**

- Students missing 10% or more of school need an intervention. It is the students who miss 5 or fewer days in the year who thrive.
- Some attention should be paid to students who miss more than 5 days but less than 10% (i.e. check in and monitor)

## **Behavior**

- Students with sustained mild misbehavior fall off track in larger numbers.
- Students who are suspended once need intervention to make sure they are not suspended again.

## **Course Performance**

- As important for student's long term success as test scores.
- Students with multiple D's and F's seldom graduate.
- Students with B or better averages succeed in college.

# Data

What do you notice?  
Trends?

		Abs	Att	Ref	OSS Days	OSS	Failing	GPA	Soc Stud	Sci	ELA	Math
567862	7	14	88%	0	0	0	3	1.00	D	F	F	F
582601	7	13	88%	0	0	0	3	1.25	C	F	F	F
615037	7	27	75%	0	0	0	5	0.50	F	F	F	F
578740	7	6	94%	0	9	1	1	0.00			-	F
588415	7	10	91%	0	0	0	3	1.25	D	D	F	F
589892	7	17	85%	5	0	0	3	1.13	C	C	F	D
571228	7	10	91%	1	0	0	6	0.13	F	F	F	F
564963	7	8	93%	0	0	0	4	1.13	B	F	F	F
626785	7	10	91%	0	0	0	5	0.75	F	F	F	F
559808	7	13	89%	0	0	0	1	1.75	C	A	D	F
569833	7	10	91%	0	0	0	3	1.13	C	C	F	F
559610	7	3	97%	1	3	1	0	2.63	A	C	C	B
567345	7	4	96%	0	3	1	0	1.75	B	C	C	D
634407	7	3	97%	0	3	1	0	3.13	A	A	B	B
640325	7	3	95%	3	1	1	0	2.75	A	A	B	B
569336	7	7	94%	2	4	1	0	1.50	C	D	C	D

The ABCs are a  
call to **ACTION!!**

## EWS Provides:

- The **RIGHT** **intervention** for
- The **RIGHT** **student** at
- The **RIGHT** **time**.



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**I&I**

coordinate and  
implement tiered  
interventions.



# The Goal of an Intervention

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- **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**

Interventions should do at least one of two things:

1. Change a student's behavior
2. Solve a problem

-Dr. Balfanz



**Rapid Interventions That Are Targeted To  
Students' Needs, Both Immediate And  
Long-term, For Support, Redirection And  
Greater Success**

## Consequences

## Interventions

Strategies rapidly stop behavior



Slowly stop behavior

Provide immediate relief



Provide no immediate relief to the teacher

Teach the student and peers what to do



Teach the student and peers what not to do

Decrease positive self-statements  
(self-concept)



Increase positive self-statements (self-concept)

Decrease positive attitudes toward school



Increase positive attitudes toward school

Cause withdrawal (tardy, truancy, dropping out)



Promote enhanced participation

Cause aggression (against property & others)



Decrease likelihood of aggression

Teach students to respond in a punitive manner



Teach students to recognize the positive

Can harm student-teacher relationship



Can enhance student-teacher relationship



# **Before** considering the use of **suspension**, the following questions require consideration:

- What is the purpose of the suspension?
- Would other alternatives produce better results?
- Is the suspension effective in improving student behavior?
- Where are the behaviors occurring?
- Is there a pattern to the behavior?
- Can the suspensions be managed within the school?
- Where and how can the suspension be supervised in the school?
- Has an individual behavior plan been developed for repeat offenders?
- What steps can be taken to ensure that academics are not compromised during the suspension?





# Sample Resource Map

	Attendance	Behavior	Course Performance
Tier III Intensive	<ul style="list-style-type: none"> <li>Home visit by counselor</li> <li>Individual contract with student and parent</li> </ul>	<ul style="list-style-type: none"> <li>PREVENTION – Gang intervention group in the neighborhood</li> <li>Visit one on one with social worker</li> <li>Individual counselor sessions</li> </ul>	<ul style="list-style-type: none"> <li>After School credit recovery</li> <li>One-on-one support with reading specialist</li> </ul>
Tier II	<ul style="list-style-type: none"> <li>Check and Connect</li> <li>Wake up calls</li> <li>Buddy System with another student</li> <li>Recognition for improved attendance</li> </ul>	<ul style="list-style-type: none"> <li>Peer Mediation group</li> <li>Daily Behavior contract</li> <li>In-class interventions (seating, pairing, activity)</li> </ul>	<ul style="list-style-type: none"> <li>Math &amp; Literacy Intervention lab</li> <li>After school homework help</li> <li>In-class interventions</li> </ul>
Tier I Whole school	<ul style="list-style-type: none"> <li>Weekly attendance recognition</li> <li>Perfect attendance celebration (monthly)</li> <li>Team competition for attendance</li> </ul>	<ul style="list-style-type: none"> <li>Cardinal Cash (Caught you doing something good)</li> <li>Freshman Seminar lessons</li> <li>Academy meetings</li> <li>Outside Speakers</li> </ul>	<ul style="list-style-type: none"> <li>Honor Roll Assembly</li> <li>Student examination of data</li> <li>Extended block for core courses</li> </ul>

# Brainstorming: Resource Map

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- What programs has your school invested in?
- What outside organizations are working in your school?
- Volunteers?
- School Based Supports: Social Worker, Counselor, etc?
- What interventions are the above providing?
- How?
- When?
- Where?

# Creating a Resource Map

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What resources do you have in place to address  
Attendance?

Behavior?

Course Performance?

**AND**

For each tier?

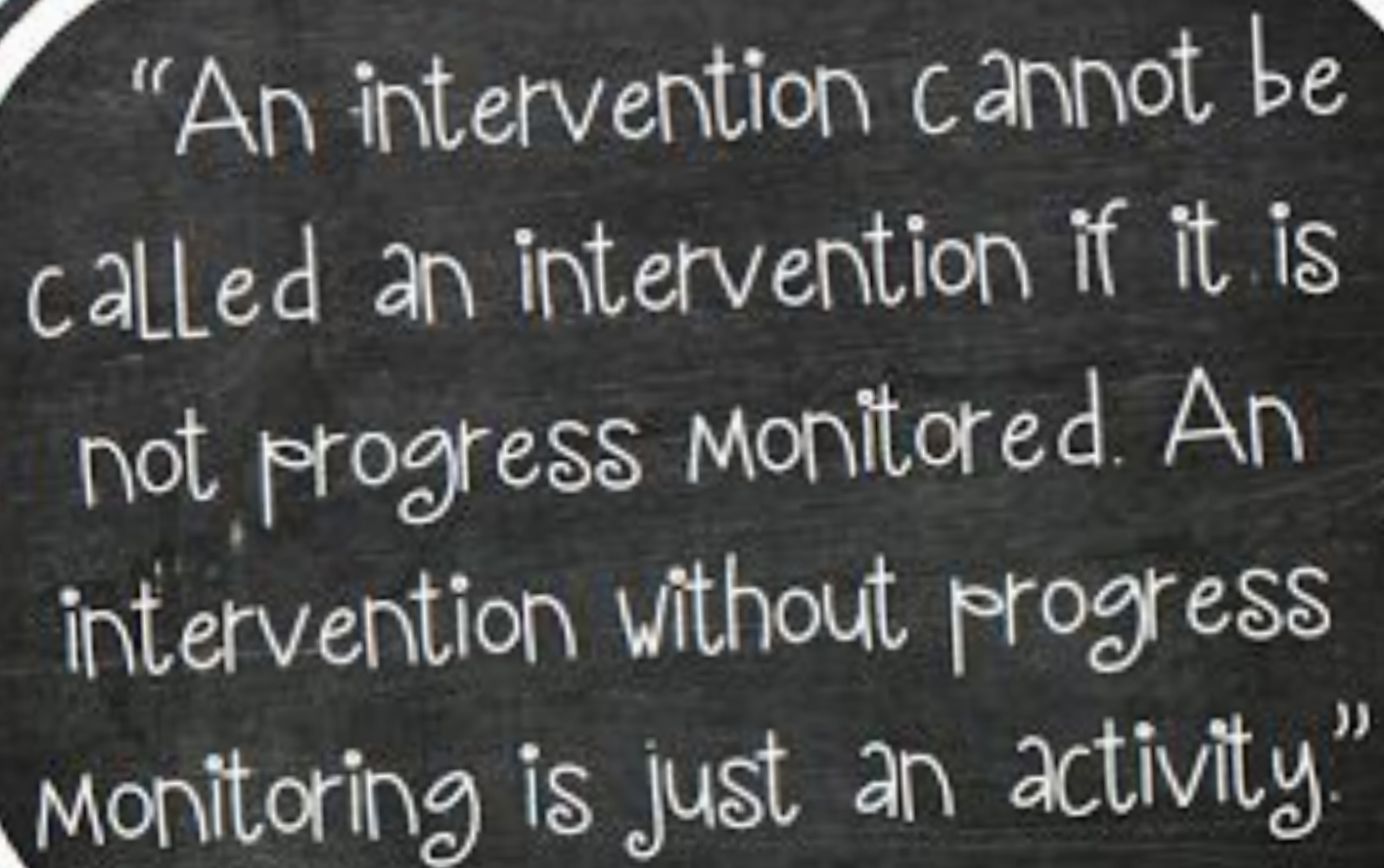
Tier 1 ?

Tier 2?

Tier 3?



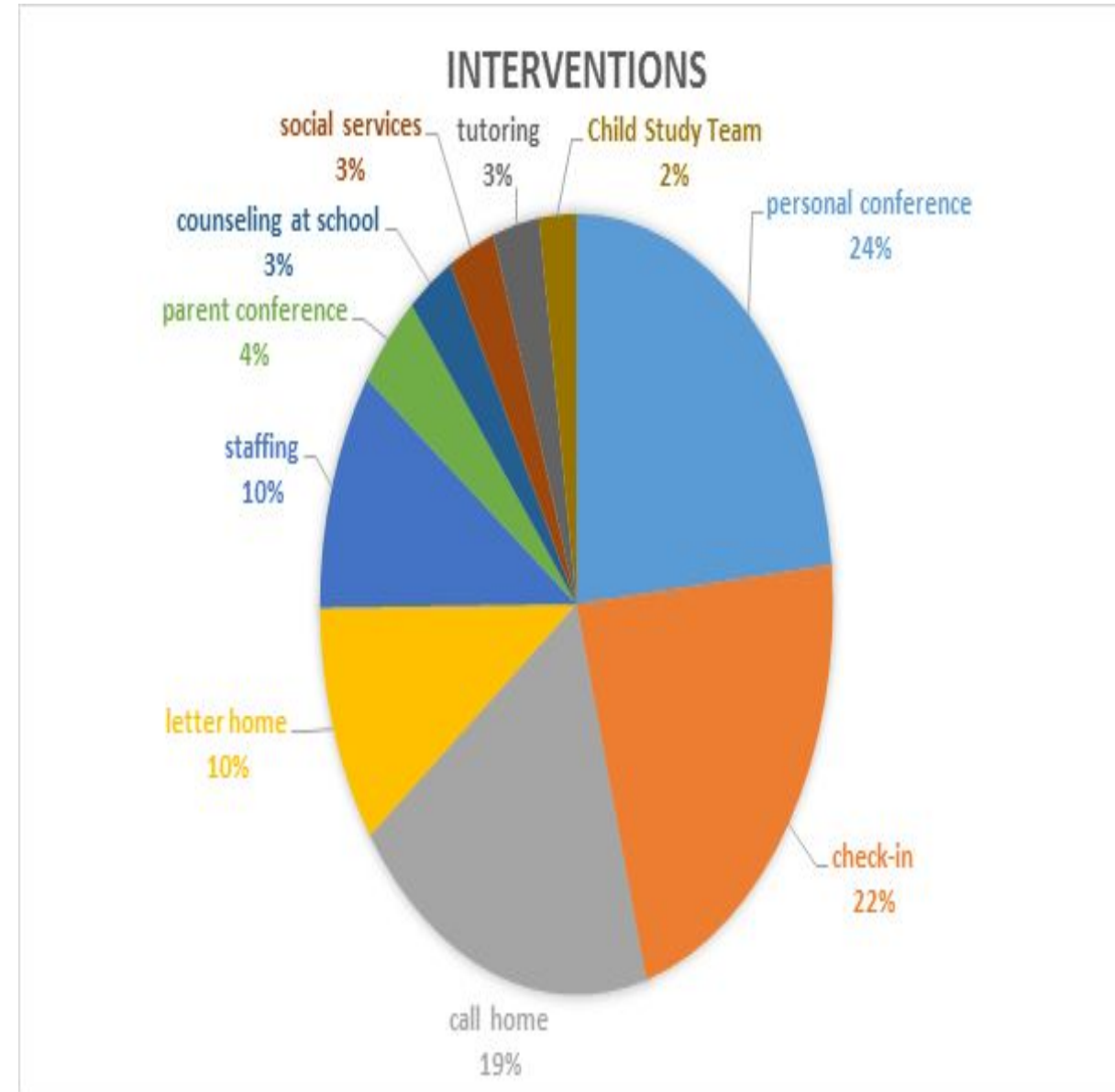
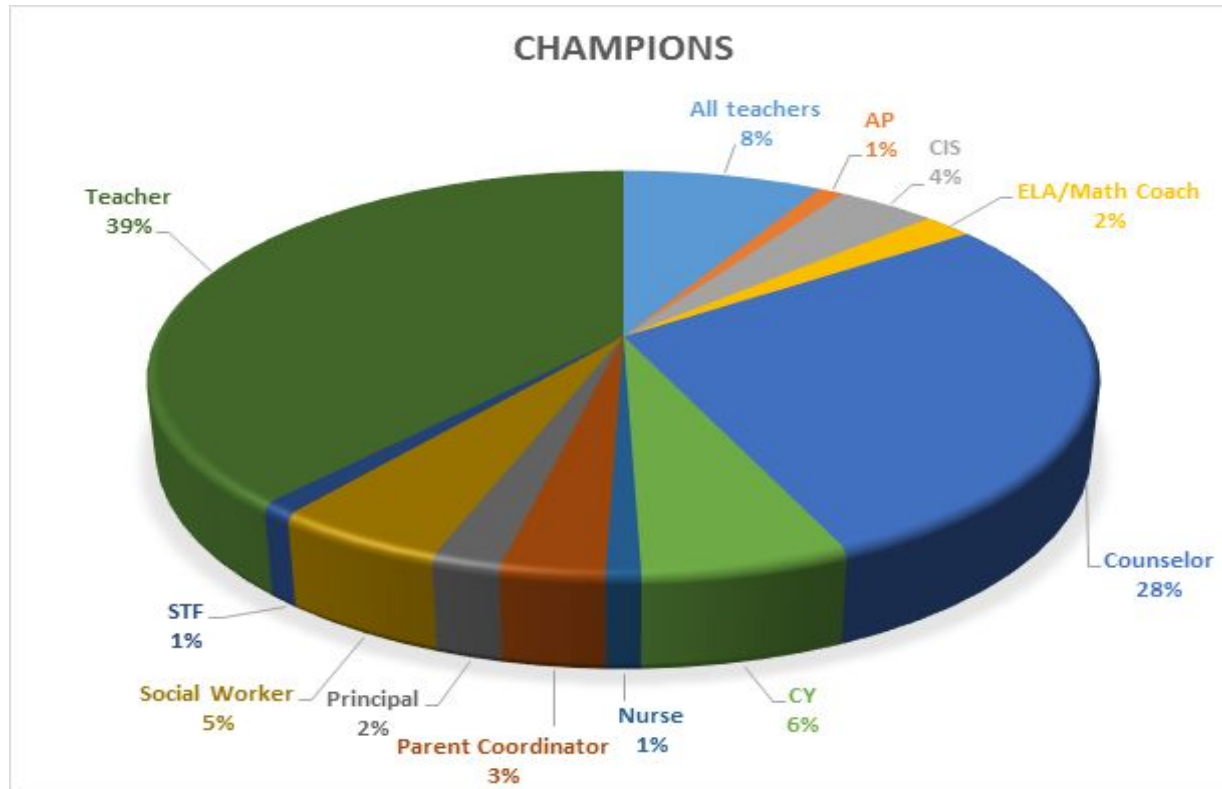
**Frequent monitoring of the success of  
interventions  
&  
Rapid modification of interventions that  
are not working**



"An intervention cannot be called an intervention if it is not progress monitored. An intervention without progress monitoring is just an activity."

# Reflection on Interventions

- Implementation level
- Correct breakdown of interventions
- Impact of interventions



# **Rapid Identification Of Students Who Are Struggling**

# Who is the priority?



- Use the chat box and share which student you would focus on first
- Be prepared to share:
  - “WHY” you selected that student
  - 1 intervention/resource you would provide to that student

## EWI DATA

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



# Data

What 3 supports or interventions would/does you use at your school?

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615037	7	27	75%	0	0	0	5	0.50	F	F	F	F
578740	7	6	94%	0	9	1	1	0.00			-	F
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589892	7	17	85%	5	0	0	3	1.13	C	C	F	D
571228	7	10	91%	1	0	0	6	0.13	F	F	F	F
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569336	7	7	94%	2	4	1	0	1.50	C	D	C	D

# Data

What supports or interventions would/ do you use at your school?

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**I&I**

A school wide system of  
teacher teams

# Point Person

- Dedicated time
- Authority to move the project forward
- Ability to manipulate tables/charts to examine data
- Teacher leader



# Suggestions For Getting Started

- Focus on the why
- Engage staff in decisions
- Show your team where it can work
- Align with current initiatives



# Training and Awareness



# Training for Staff

- Background of EWI research
- Tiered Intervention Approach and Resource Mapping
- Building an EWS team(s)
- Holding an effective student-centered meeting
- Data analysis (individual, grade level, school)
- Tier I/II/III Best Practices/Interventions



# Best Practices

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# RESOURCES: What are Some EWS Best Practices

- EWS RUBRIC: determine fidelity of implementation and next steps
- TIERED ACTION PLANNING: coordinate interventions so each tier reinforces the others
- INTERVENTION REVIEWS: determine impact
- CELEBRATIONS: reinforce positive behaviors for both students and faculty
- VISUAL DISPLAYS: make EWS visible through bulletin boards, charts, and graphs
- OPENING/CLOSING STRONG: get students excited and keep them engaged
- STUDENT VOICE: encourage student buy-in
- REPORT CARD CONFERENCES: develop student ownership and goal-setting
- RESOURCE MAP: a collective menu of possible tiered interventions at your school
- EWI SPREADSHEET: a document that captures student ABCs and



## STEPS TO INTEGRATION

### 1. COMPLETE A NEEDS ASSESSMENT

- What meetings are currently being held and what is the purpose of these meetings?
- Who attends which meetings?
- Are current meetings accomplishing their intended goals?
- How are students who are off track identified?
- What is the current process for working with the students who are off track?
- What is the process for referring students for an IEP or 504 plan?
- Do teachers and staff look at data to find trends? If so, how?
- Do teams meet to review and evaluate student work?

### 2. INTEGRATE MEETINGS

- Determine the school's essential goals
- Determine what meetings have a defined purpose and are essential to support goals
- Determine what meetings can be combined to be more efficient
  - Example: EWI and Special Education/504 meeting process
  - Example: Grade level meetings
- Create a master schedule to support essential meetings

### 3. IMPLEMENT MEETINGS: weekly or bi-weekly

- Train facilitators on the meeting purpose, protocols, expectations, agendas, and accountability
- Conduct meetings
- Debrief meetings as needed

### 4. REVIEW PROGRESS: quarterly

- Is progress being made toward goals?
- Has the goal been met?
- Does the goal need to change? If so, what is the new goal?
- What are the barriers to success and how can they be overcome?

The EWS process should be integrated into what the school is already doing. It is NOT an additional meeting. Existing structures can be streamlined using this process to help higher functioning teams focus on student success

moving toward 5% talk  
and 95% action -Paul  
Verstraete



## Contact Info

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**THANKS!**

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