EARLY WARNING SYSTEMS: A HOW-TO NAVIGATION GUIDE FOR EDUCATORS AND PRACTITIONERS

ST. IGNATIUS MIDDLE/HIGH SCHOOL
St. Ignatius, Montana
WELCOME

ST. IGNATIUS MIDDLE/HIGH SCHOOL

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Objectives for this Session

- Learn about our rural context
- Discuss the indicators and markers we use in our system
- Identify research-based strategies to use as a menu of intervention options
- Discuss our systemic approach to supporting students
- Provide question and answer time for further clarification
Sits at the Base of the Mission Mountains

45 miles North of Missoula

35 Miles South of Polson and Flathead Lake

90 miles South of Glacier National Park
A Little Bit About Us... St. Ignatius High School Demographics

- Sits in the heart of the Flathead Indian Reservation
- 65% Native American
- 80% Free and Reduced Lunch (districtwide free lunch)
- 150 Students currently enrolled in HS; 120 students in MS
- 21% Special Education identification
- Somewhat transient population. Kids moving around the reservation.
- 1,000 person population in St. Ignatius
- The school is the largest employer.
A LITTLE BIT ABOUT MYSELF

- Born in St. Ignatius, the town that I work in.
- Member of the Confederated Salish and Kootenai Tribes.
- Spent 5 years as a teacher, and 14 as principal. Started my 15th year.
- Both of my parents dropped out of high school. But, instilled in me the importance of education.
- My mom graduated from college two years before I entered college. She was an elementary/middle school teacher.
- My dad runs a successful ranching and logging business.
- My dad dropped out of the high school that I am currently the principal.
- Part of the reason I am doing what I do, and why I’m so passionate about not letting kids slip through the cracks.
Indicators and Markers
## Data elements we monitor

### Indicators
- Attendance
- Grades
- Credits
- Discipline

### Markers
- Age of Student
- Mobility
- Previous Dropout
- Credits Accumulated
Attendance

- A student who is chronically absent from school has a greater likelihood of dropping out or not graduating from high school.

- Chronically absent = missing 10% or more days
  - In an 180 day school year, that’s 18 absences.
Perfect Attendance First 30 Days

Reasoning
• If you do something for 30 days straight, it becomes habit
• We provide incentives to encourage our students to make it a habit and priority

After the first 30 days...
• 28% of our middle school students have perfect attendance
• 34% of our high school students have perfect attendance
• On-track to finish year over 94% average daily attendance.
Our goal: 8 Absences or Less!

- Influenced by Detroit Public Schools attendance initiatives and community involvement. Brand your initiatives, get the community behind.

- Grad Matters community business partnerships post our signage around town and in our school.

- We provide scripted questions for businesses to ask when they see our students around town or in their businesses.
Additional Interventions

- Letters sent home at 5 and 10 days of absences
- Student-led materials include a bar graph of attendance and where every student rank
- Automated voice call home for every absence. If no contact, personal phone calls
- Attendance contracts with students
- Attendance incentives (coffee, food and gas cards)

Results...
Average between 93-94% average daily attendance the past five years.
This book is an excellent resource for interventions

- Includes detailed explanations and a CD with reproducible materials

- I have my copy up here that you can look through
Grades and Credits

Reasoning

- Every F on a transcript equates to an increase in the likelihood of dropping out
- 2 failed classes as a Freshman puts a student at a greater risk for dropping out
- Each additional missed credit results in a significant jump in the likelihood of dropping out

Our response

- Important to start kids off Freshman year on a successful note
- Combat with credit recovery during the year
- Rigorous summer school program
Discipline – What we Track

- Students reaching Tier 3 (six office discipline referrals or more) during a school year
- Out of school suspensions are the real factors here.
  - Every out of school suspension puts a student at more risk of dropping out

*Police or Probation – Hard to track, but if a student has been in jail, the court system, or is on probation their likelihood of not graduating from high school increases
Consider ALL at-risk factors to develop positive reinforcement policies

Platinum Card/Super Pass

SILVER
3.0 to 3.59 G.P.A./.50 G.P.A. Increase/3 absences or less/No Referrals

Won't Back Down!

Student's Name
Principal's Signature
Counselor's Signature
Expires: 01/22/17

MMS/MHS Academic Excellence Program

In-School REWARDS

- GET OUT OF 1 STUDY TABLE
  Office Initials
  Teacher Initials

- 5% INCREASE ON TEST
  Teacher Initials

- QUIZ RE-TAKE
  Teacher Initials

- HOMEWORK PASS
  Teacher Initials
  PLATINUM DINNER—Dinner for
  Student and Parents

- One free "The Shirt"
  Office Initials

- Late Arrival or Early Release
  (during 1st or 7th period) - 15 min
  Teacher Initials

- Tardy Cancellation
  Tardy #1—Office Initials
  Tardy #2—Office Initials
Combating Discipline

- MTSS (PBIS and RTI) school
  - MyVoice Survey

- Teach-To Tuesdays – universals re-taught during different periods.

- Handbook quizzes – places responsibility on students to know the rules

- Student focus groups
  - Provides us feedback on how we can improve
  - Key is to *listen*.

- Active supervision in the hallways before and after school and between classes.

- Principal has a list of non-negotiable teacher expectations
Age of Student

- Research shows retention does not increase student achievement
  - Exception: before entering school and occasionally in kindergarten

- If a student is one year older than their current grade, they are at a greater likelihood of dropping out.

- If a student is two years older, or has been retained twice, they have a slim possibility of graduating
<table>
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<th>Mobility</th>
<th>Reasoning</th>
<th>Our Response</th>
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<tbody>
<tr>
<td></td>
<td>• Every move or change in school increases the likelihood of dropping out</td>
<td>• Tough one to address</td>
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<td>• Disruption of classwork and course sequencing</td>
<td>• Whomever takes in transcripts needs to identify the number of schools a student has attended</td>
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<td>• Disruption of support from peers and adults</td>
<td>• Recommend a spreadsheet of at-risk students to catch and track this data</td>
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Previous Dropout

- If a student has previously dropped out of school, their likelihood of dropping out again greatly increases.

- The research says this is the highest risk factor in becoming a dropout.
Systemic Responses
Laying the Groundwork

- Must have *systems* in place AND provide *training* to address/deal/examine the early warning data
  - Depends on situation and climate as to which happens first

- Our team process - had a PBIS/SWPBIS team, which also functions as our School Leadership Team
  - This became the base of our MTSS - RTI/EWS team

- Sought out most caring adults and go-to staff members for the team
Students At-Risk
Individual Intervention Plan
RTI Team / MBI Assistance Team

Student Name: ____________________________________________

Grade: ____________ Teacher: _____________________________

Reason for being At-Risk:
_____ Lack of Basic Skills
_____ Social/Emotional/Behavioral Issues
_____ Failure to Complete Out of Class Assignments
_____ Lack of Diligence
_____ Attendance
_____ Hygeine
_____ Other: _____________________________________________

Comments:
Recommended Interventions for Student Succeeding:

Credit Recovery
After School Tutor
Math Lab/Eng. Lab
Student Tutor
Math Lab/Eng. Lab
After School Tutor
Start Milepost Interventions/Progress Monitoring
Mentor
Behavior Plan
Meaningful Work
MBI Video Production
(Youth Leadership Team)

Differentiated Program
Alternative Assessment
Alternative Assignments
Comprehension Choice
Formatively Assessed Often
Learning Targets reviewed individually

Organizational Help
Personal Planner
Check-In Check-Out Daily
Parental Meeting
G.U.G.W.

Jackie/Connie Attendance Support
Automated System Call
(R.T.I. – Milepost Tier 1 or 2 Interventions
(S.E.S.
Personal Learning Plan
Referral to Outside Agency

What does this student need to be successful that we currently do not have or currently do?
Systems in Place to Address Issues

- Each student receives a mentor who tracks them - adults select the students in a draft
  - Intro conversation, “Hey, I’m going to be checking in with you, making sure you’re doing alright, meet with your parent.” over universal expectations in detail, mentor-mentee meeting, where students will set short-term goals, for the last 14 days of the semester.

- Developed a dedicated MTSS Team, meets every Monday/Tuesday (small stipend)
  - After end of year stats are compiled we meet to make a plan for at-risk students for the school year

- Provide time during breaks for students to get caught up on work and make up missed days

- Provide after school programs – 16% of our students attend
What Processes Did We Put In Place?

- 20/60 Day Referral
- Freshman Link Crew – full day of orientation before school starts
- Seeds Leadership Training
  - 2 full days, every student 9-12
- Student Led Conferences 93/96

- Leadership Team meets twice a week during lunch
  - 1 evening retreat a semester
  - 2 paid work days in the Summer.
- Every Monday – PBIS
- Every other Tuesday MTSS - RTI/EWS student decision-making, parent meetings
- Every other Monday Student Leadership meeting during lunch
Multi-Tiered Systems of Support/RTI and PBIS

- Keep pyramid of interventions on-hand as a reference during all of our meetings

- We felt there was a missing leg to this so we added Attendance
Academic Systems (RTI)

**Tier 3 - Intensive, Individual Interventions**
- Schedule Change
- Alternative Pathway to Promotion
- Long-Term Check-In, Check-Out
- Special Education Referral
- Remedial Instruction
- Mission Forward Placement

**Tier 2 - Targeted Group Interventions**
- Schedule Change
- Assigned Study Tables
- Paired with an In-School Mentor
- Parent/Team Meeting
- SEMS Class/Tutoring
- Milepost Plan Developed (Mentor Assigned)
- Check-In, Check-Out (CICO)
- RTI Referral
- Title Referral

**Tier 1 - Universal Interventions**
- Work-On-Work
- After School Tutoring
- Required planner
- MAP Assessment 3x year
- Bulldog Pride Cards/PBIS
- Early Warning System Identification
- Student/Parent/School Compact
- Top DAWG Assembly
- Student LED Conferences
- Freshman Jumpstart & 6th Orientation

Attendance Supports

**Tier 3 – Intensive, Individual Interventions (6+ referrals)**
- Truancy Petition
- Mission Forward Placement

**Tier 2 – Targeted Group Interventions (2-5 referrals)**
- Attendance Contract
- Student/Parent/School Meeting
- Schedule Change
- SRO Home Visit
- 10 day attendance Letter Home
- Student Loses 2% per day gone over 10 days absent

**Tier 1 – Universal Interventions (0-5 referrals)**
- Student/Parent/School Compact
- 5 day Attendance Letters Mailed Home
- School/Student Meeting
- Work-on-Work
- Early Warning System Identification
- Freshman Jumpstart & 6th Orientation
- Automated System Calls Home @ 9am

Behavioral Systems (MBI)

**Tier 3 - Intensive, Individual Interventions (6+ referrals)**
- Behavior Intervention Plan (BIP)
- Functional Behavior Assessment (FBA)
- Wraparound Services (AltaCare)
- Long-Term Check-In, Check-Out
- Milepost
- Schedule Change
- Mission Forward Placement
- Special Education Referral

**Tier 2 – Targeted Group Interventions (2-5 referrals)**
- Paired with an In-School Mentor
- Social Skills Group
- Schedule Change
- Assigned Study Tables
- Parent/Team Meeting
- Behavior Contracts
- Check-In, Check-Out (CICO)
- RTI Referral

**Tier 1 – Universal Interventions (0-1 referrals)**
- Freshman Jumpstart/6th Orientation
- Teaching/Modeling Universals
- Current Discipline Process
- Teaching of Behavior Expectations
- Handbook Quiz
- Bulldog Cards/PBIS
- Active Supervision
- Student/Parent/School Compact
- Early Warning System Identification
- Top DAWG Assembly
- MyVoice Student Survey
- MBI Student Team

St. Ignatius MS/HS Multi-Tiered Systems of Support (MTSS)
Principal, Counselor, 4 teachers, Mentor Teacher sit in on meetings
Review the At-Risk referrals and EWS % to decide who we discuss first
Note taker
Have access to grades and attendance of the kids you will be discussing
The pyramid of interventions is out as a reference guide when needed
Milepost Manager (tracking system)Mentor, as we decided on interventions the mentor inputs into Mileposts the interventions
Principal – facilitate the meeting, tracks the interventions on paper, inputs into paper file (electronic and paper tracking).
Results as of Year Four

- 21% of identified at-risk students had an increase in their EWS% (bad)
- 79% of those identified at-risk students had a decrease their EWS% (good)
- 49% of our students make honor roll 1st quarter of their freshman year
- Dropout rate average is below 2% over the past four years

Cohort grad rate in 2013-14 = 78%
Cohort grad rate in 2018-19 = 94.6%
What Has All This Work Led To?

- 93.1% Attendance Rate average over past four years.
- 93.3% attendance at Parent-Teacher/Student Led Conferences (93% HS – 96% MS)
- In HS, 48 discipline referrals in 2018-19, 84% never received referral
- 0 Fights, 0 Expulsions, only 7 high school students were Out-of-School Suspended during the year
- 76% of our students participated in Extra-Curricular Activities
- 80% of our students participated in Co-Curricular Activities
- 74% of our seniors go onto college, this is the average for the past 5 years. Highest single year has been 81%.
Student Scenario #1—
Kathy is a 9th grade student, new to the district. At the 20 day mark, Kathy has missed 3 days of school. She mostly keeps to herself, and has no discipline referrals. She is passing all classes but math, and has a 60% in English.

Imagine you are a part of your school’s MTSS team. With your neighbor/team, discuss the questions below. Then use the pyramid to make intervention decisions and record your group’s responses.
Should Kathy be identified as At-Risk? What factors led to your team decision.
If so, what interventions would you put in place? Record your team’s decisions on the RTI Tracking Sheet.
Donny is a 10th grade student. He has missed 111 days at the end of semester 1. Attendance contracts have not been successful. Parent contact yields little result. Donny has 1 office referral for disrespect. He is deficient in credits and failed to complete summer school. He is a likeable student and gets along with peers and staff. When in school, he works hard to catch up on missed work.

Donny is obviously At-Risk. What specific indicators would contribute to that conclusion? What interventions would you try with this student?
Questions?

- **Contact Info**
- shendrickson@stignatiusschools.org
- 406-745-3811 extension 301
- I have business cards with my contact info if you would like to take them.