The EVSC is the third largest school corporation in the state of Indiana, serving over 22,000 students in 40 schools.

Our mission is to provide outstanding educational opportunities through shared, committed responsibility.
An EVSC at-risk score uses a larger variety of available variables that are based on data from only EVSC students.
## EVSC Early Warning System Report

### School - EVSC Grade 8 Early Warning System At-Risk

**Enrollment School:**

**High Risk - Greater Than .39**

**Average Risk - .22 to .39**

**Low Risk - Less Than .22**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Risk Score</th>
<th>Attendance Rate</th>
<th># Days OSS</th>
<th>English</th>
<th>Math</th>
<th># School Moves</th>
<th>Days Enrolled</th>
<th>MATH FALL RIT</th>
<th>MATH FALL National %tile</th>
<th>READING FALL RIT</th>
<th>READING FALL National %tile</th>
<th>READING FALL Lexile</th>
<th>MATH WINTER RIT</th>
<th>MATH WINTER National %tile</th>
<th>READING WINTER RIT</th>
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<tbody>
<tr>
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<td>0.38</td>
<td>96.1%</td>
<td>0</td>
<td>D</td>
<td>F</td>
<td>0</td>
<td>180</td>
<td>207</td>
<td>14</td>
<td>194</td>
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<td>75</td>
<td>225</td>
<td>69</td>
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<td>235</td>
<td>64</td>
<td>225</td>
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<td>A</td>
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<td>96</td>
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<td>B</td>
<td>0</td>
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<td>65</td>
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<td>0</td>
<td>A</td>
<td>C</td>
<td>0</td>
<td>180</td>
<td>256</td>
<td>95</td>
<td>234</td>
<td>88</td>
<td>1350L</td>
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<td>208</td>
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<td>234</td>
</tr>
</tbody>
</table>
Early Warning System: Evolution

6th - 8th Grade Reports Created
Input from Focus Groups
Reports Revised & Updated Daily
Report Roll Out to Schools
Input from Stakeholders
Revisions
Early Warning System: Expansion

Balfanz’s ABC: Attendance
- Attendance Rate: < 95%

Balfanz’s ABC: Behavior
- # of Suspensions: > 0

Balfanz’s ABC: Course Performance
- Credits Earned by First Semester, Freshmen Year <= 5

Retention:
- Grade Retention (birthdate on or before 6/1)

Mobility:
- Number of School Moves: > 0
- OR
- Total Days Enrolled: < 162
"I pull it for a beginning-of-the-year ‘watch list’, and continue to monitor it throughout the year to see the effectiveness of interventions on the risk score."

Katie Reiter, Assistant Principal – Middle School
“Students have become stakeholders in their own risk score. They come to me asking ‘When are you running that report?’”

- Angela South, Counselor
High School
GOAL 1: All students will develop to their maximum potential and be successful throughout every stage of life.
GAIN-ing Ground

Climate & Culture - Positive Relationships
A culturally inclusive environment promotes positive relationships with students, staff, and families and ensures all students feel calm, safe, and connected to others.

Climate & Culture - School Environments
A school environment that ensures all students have opportunities for movement, play, social engagement, developmentally appropriate and consistent routines, good nutrition, sleep habits, hygiene, physical, and emotional health and neutral sensory inputs.

Executive Functioning
All students have opportunities to develop and strengthen executive functioning skills needed for learning and self-regulation. These skills include working memory, self-control, focused attention, and cognitive flexibility.

Knowledge & Understanding
Teachers engage all students with high-quality, culturally inclusive curriculum to develop their knowledge and understanding of academic tasks, social, prosocial, emotional, and cognitive self-regulation, employability, and future readiness skills.

Skill Development
All students receive high-quality instruction that develops their ability to take ownership of their learning and over time, process cognitively complex social, psychological, emotional, and cognitive information. This ensures students have adequate opportunity to apply and transfer their knowledge and develop skills needed for self-regulation, critical thinking, problem solving, and employability which is essential for future success.

Whole Child
The whole child is developed when all these elements are integrated throughout a child’s education. This intentional focus and alignment provides students with the biological, cognitive, emotional, and physical foundations needed to be successful throughout every stage of life.
“We are a school that does not have the demographics that most consider ‘at-risk’. However, do I have humans in my school? Yes! Then I have kids that are at-risk!”

Katie White, Principal – Elementary School
"We are learning that ‘success’ can be defined and measured in a variety of ways beyond the binary dependent variable of graduated/did not graduate."

- Carrie Hillyard, Chief Transformation Officer
WHAT’S NEXT

01 Continued connections between EWS and Post-Secondary Indicators

02 Observation of RAMP and OptIN Outcomes

03 Additional methods for measuring success of interventions

04 Continued development of EWS reports