Implementing an Early Warning System

Everyone Graduates Center

Johns Hopkins University

Agenda:

Part I: EWI Research Overview
- Introduction to the Early Warning System
- The Research
- Early Warning Indicators
- Data Collection & Analysis

Part II: Resource Mapping
- 3-Tier Interventions
- Creating a Resource Map

Part III: Holding an EWI Meeting
- Early Warning Indicator Meetings
- Mock Early Warning Indicator Meetings

Begin Early with EWS

- The decision to drop out of school is the final step in a process that began years earlier.

- Dropout prevention and intervention begins in preschool, extends beyond age 17, and involves families and communities.

- Focus on key transition points in students' school careers, beginning with the transition into kindergarten.

Early Warning Systems

Indicators

- Reliable, valid, and predictive
- Each indicator adds information for action
- Easily accessed and organized

0	0	100%	0	C	F	C	D
1	1	97%	0	C	C	C	D
10	0	74%	0	B	C	C	C

Support and response system

- Whole school/classroom, small group, and individual initiatives and interventions
- System for monitoring/follow-up
- Reflective processes

Facilitation and Teams

What is EWS?

- **EWS=Early Warning System**

- **EWIS=Early Warning Intervention System**

- **EWRS=Early Warning Response System**

- **EWI=Early Warning Indicator Meeting**
  (refers to meeting)

- **A tiered intervention system based on the research of Dr. Bob Balfanz, JHU.**

3-Tier Prevention/Intervention

1. School-wide programs aimed at preventing 75% of the students from developing any of the ABC indicators.

2. Target interventions for those who develop an indicator despite school-wide prevention efforts

2. Provide Intensive efforts involving specialists (counselors, social workers, teachers) for the 5% to 10% of the students who don't respond to other supports.
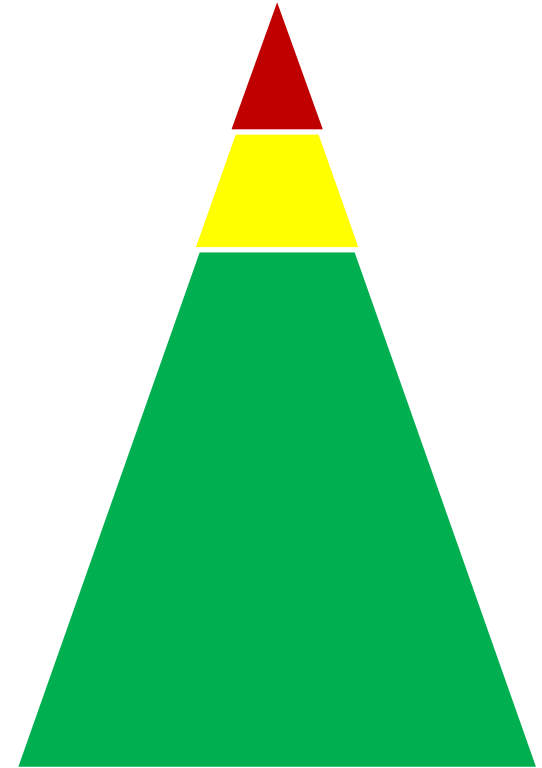
Core Ideas of Early Warning Systems

1. **To graduate, college- and career-ready, students need to successfully navigate several key transitions and acquire a set of academic behaviors - they need to learn how to succeed at school.**

2. **Students signal that they are on- or off-track toward these outcomes through their behaviors**

3. By tracking Early Warning Indicators, it is possible to identify when students are beginning to fall off-track, providing time to intervene and alter their trajectory through school and beyond.

4. Using EWS, schools can be organized to apply school-wide preventative, targeted and intensive interventions until students are on-track.

- **Provide the necessary means to unify, focus, and target efforts to improve attendance, behavior, and course performance**

- **Their fundamental purpose is to get the right intervention, to the right student. at the right time**

EWS Overview

- **How do we find those At-Risk students?**

- **What do we do once we find them?**

- **How do we keep an eye on those At-Risk students?**

Next Steps…

- **Philosophy of EWS and the work of Dr. Balfanz**

- **ABCs: Using data to target and support students in different ways.**

Student Disengagement

Which of the characteristics below are indicators of Student Disengagement?

Poor Attendance
Overage: 1–2 years, 2 years+

Behavior Marks
Suspensions

Special Education, ESL
Standardized Test Scores, Gender

Course Failure
Core Courses
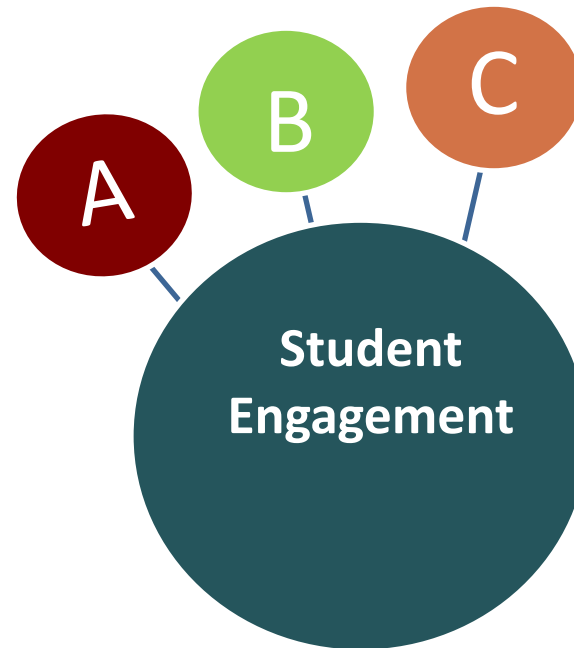**Elective Courses**

Socio-economic Status
Parental Education

Talent Development SECONDARY

JOHNS HOPKINS
SCHOOL of EDUCATION

Early Warning Indicators of Student Disengagement – the ABCs

Attendance

Behavior

Course Performance

A

B

C

Student Engagement

The Indicators

- **Attendance**: Are they showing up?

- **Behavior**: How do they act when they get here?

- **Course Performance**: Do they understand and do the work?

Dropouts can be identified in as early as 6th grade

The Primary Off-Track Indicators for Potential Dropouts:

- **A**ttendance - <80-90% school attendance

- **B**ehavior - "unsatisfactory" behavior mark in at least one class

- **C**ourse Performance – A final grade of "F" in Math and/or English

Sixth grade students with one or more of the indicators have only a **10% to 20% chance of graduating** from high school on time or within one year of expected graduation

What Intervention Looks Like

Interdisciplinary Teacher Team + Shared Cohort of Students
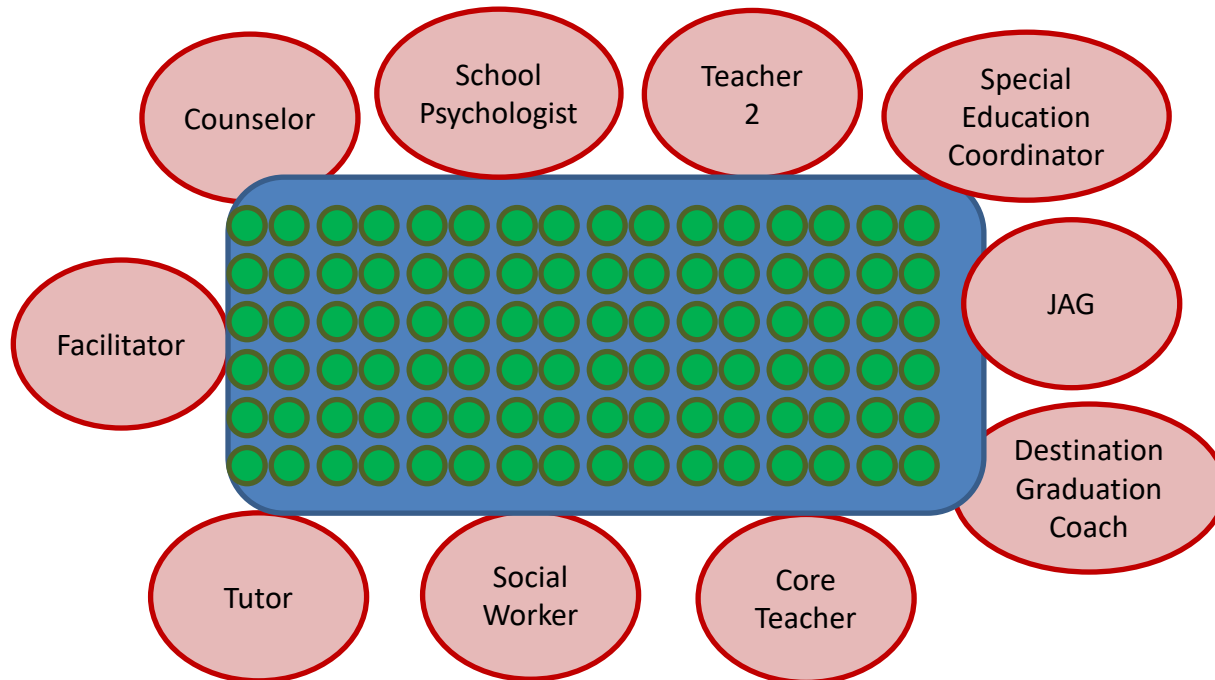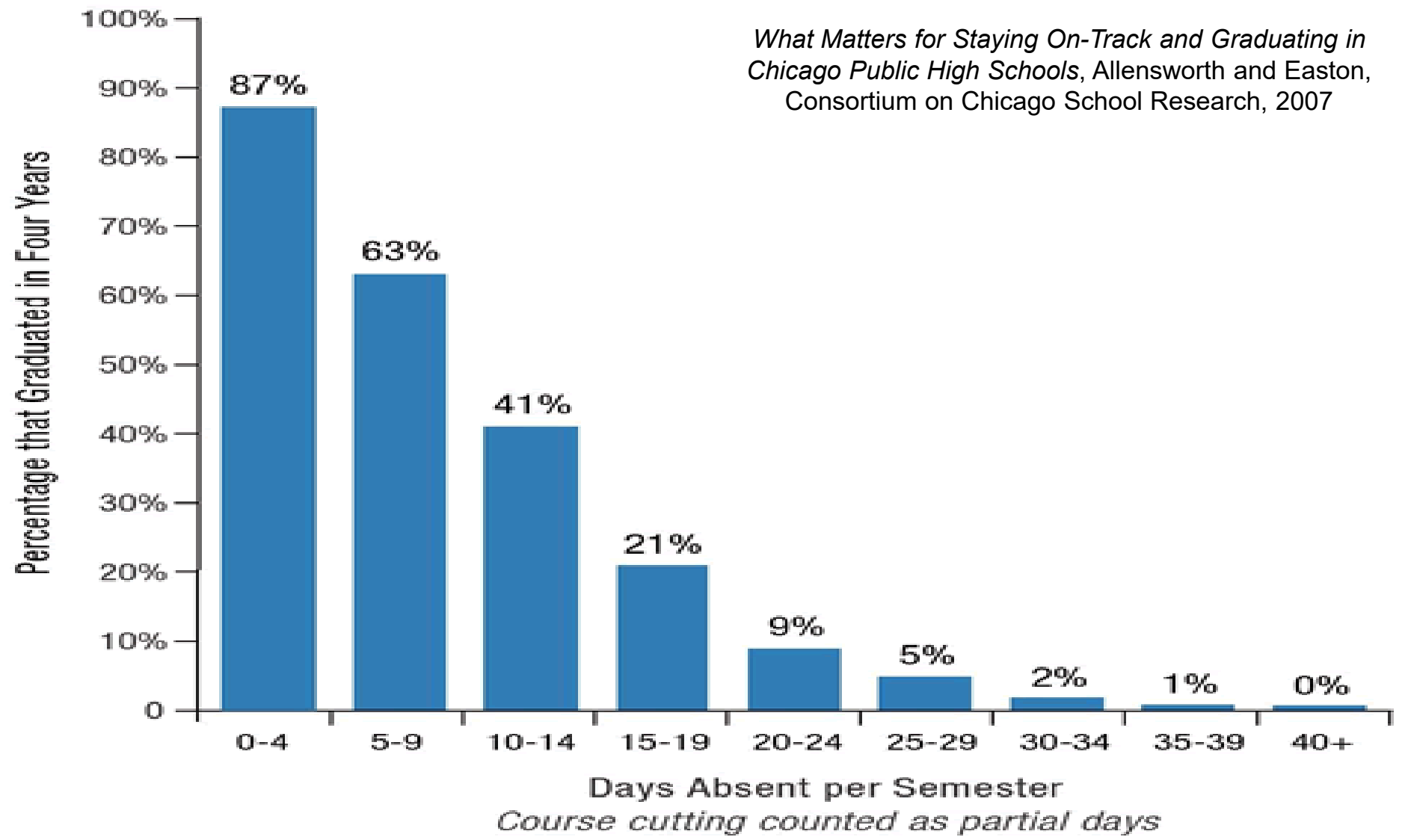
The Research

Table Activity

With a partner:

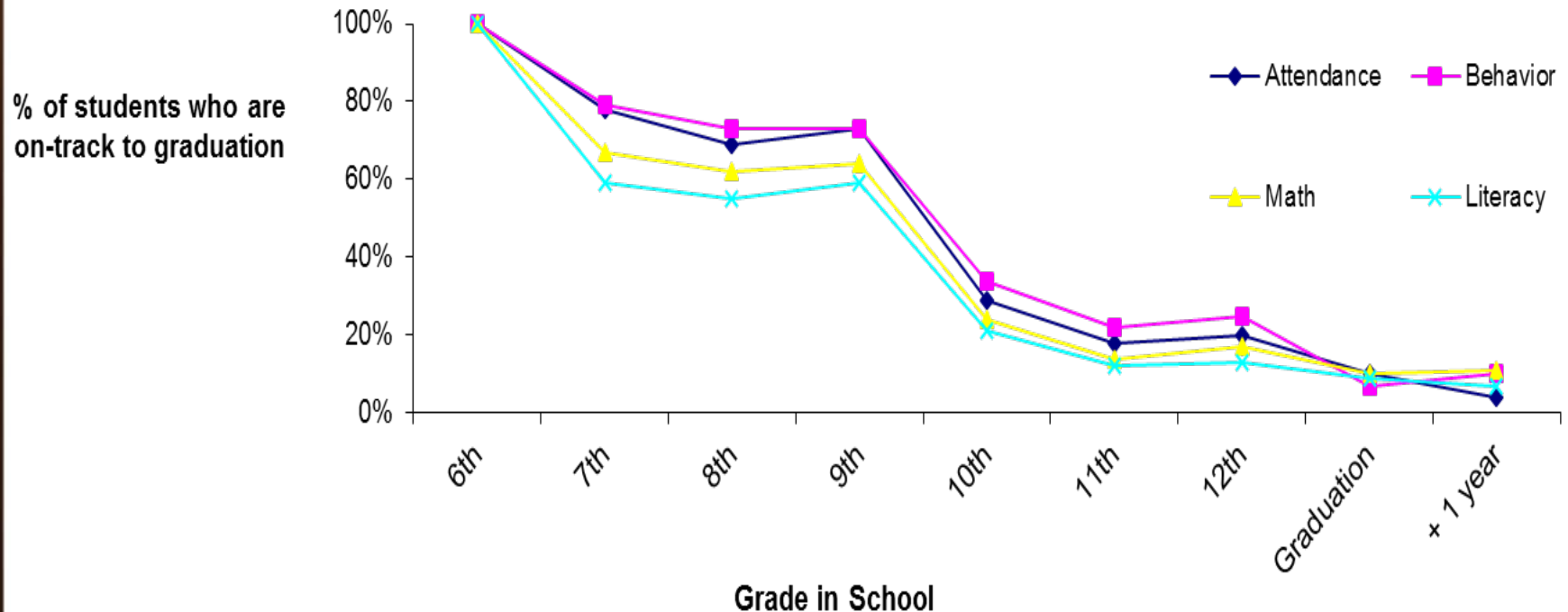- Two questions for you to answer:

  What does it say?

  Why?

- Now, find 3 other people with different pieces of data
  – Share what your data says

Four-Year Graduation Rates by Freshman Absence Rates

What Matters for Staying On-Track and Graduating in Chicago Public High Schools, Allensworth and Easton, Consortium on Chicago School Research, 2007

Sixth grade students with one or more of the indicators have only a **10% to 20% chance of graduating** from high school on time or within one year of expected graduation

Sixth Graders (1996-97) with an Early Warning Indicator

% of students who are on-track to graduation

Legend: Attendance, Behavior, Math, Literacy

Grade in School: 6th, 7th, 8th, 9th, 10th, 11th, 12th, Graduation, + 1 year

- *Note: Early Warning Indicator graph from Philadelphia research which has been replicated in 10 cities.*
- *Robert Balfanz and Liza Herzog, Center for Social Organization of Schools at Johns Hopkins University;*
- *Philadelphia Education Fund*

Los Angeles Course Failure
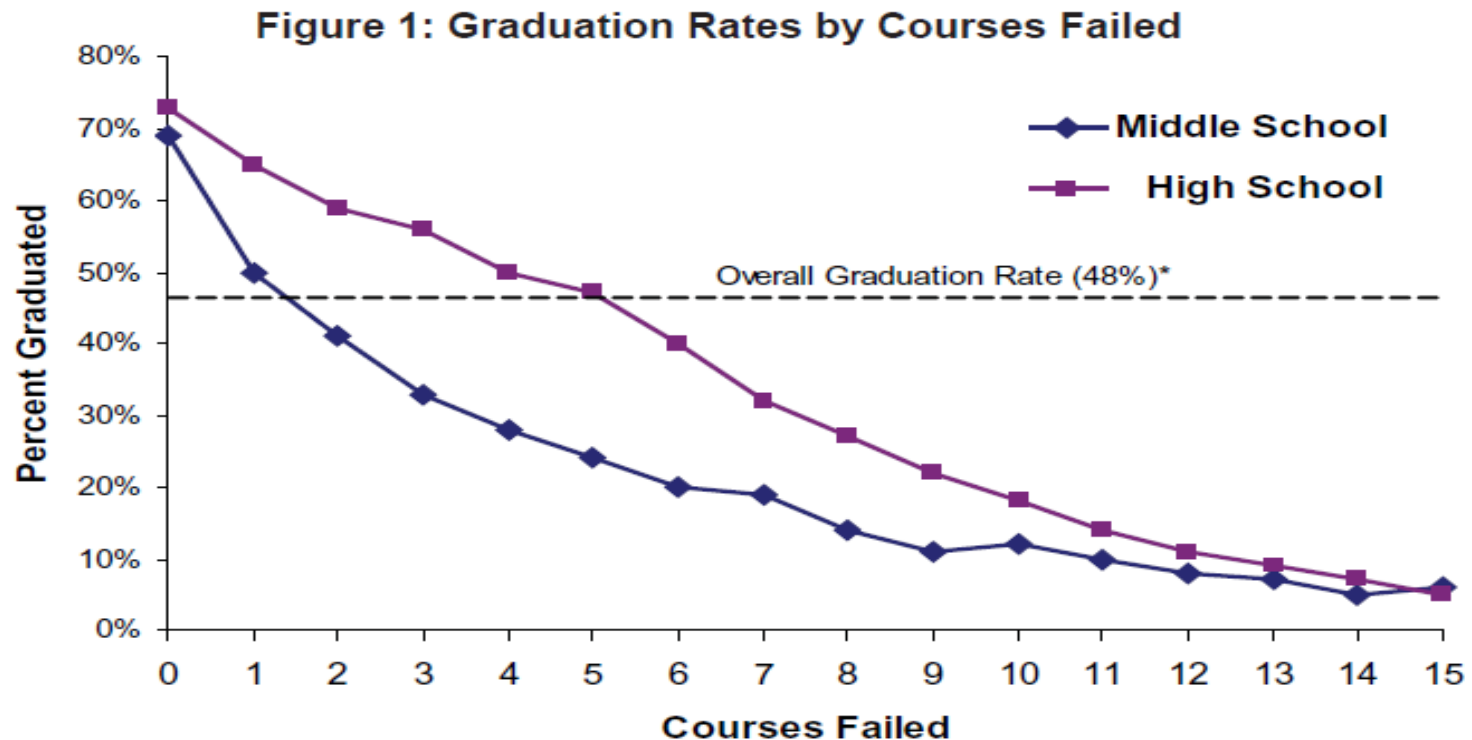
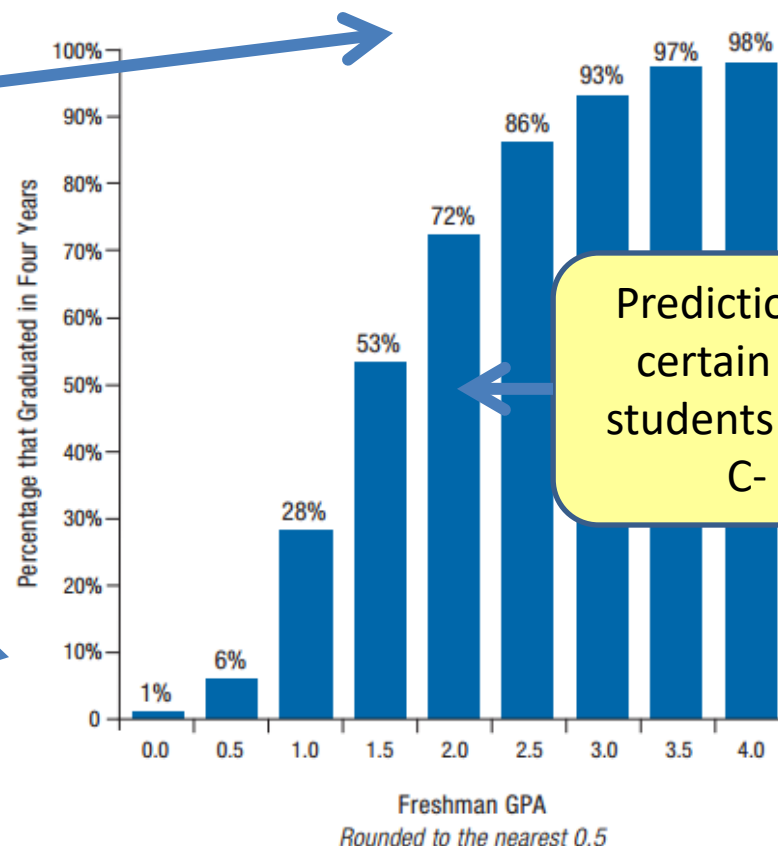Figure 1: Graduation Rates by Courses Failed

What Factors Predict High School Graduation in the Los Angeles Unified School District?
Silver, D., Saunders, M. (University of California, Los Angeles), Zarate, E. (University of California, Irvine)

HS Freshman Grades Matter

FIGURE 6

Four-Year Graduation Rates by Freshman GPA

Virtually all students with a "B" avg. or higher graduate in 4 years

Prediction is less certain among students with D+, C- , C

Virtually all students with less than a "D" avg. fail to graduate

What Matters for Staying On-Track and Graduating in Chicago Public High Schools, Allensworth and Easton, Consortium on Chicago School Research, 2007

Success Factors – The A,B,Cs

- GPA and course passage are strong predictors of students' success.

- A study in Chicago has shown that GPA is the strongest predictor of college graduation.
  - More than 60% of students who graduated with a 3.6 GPA or higher completed a four-year degree within six years compared to slightly more than a quarter with GPAs between 2.6 and 3.0
    - *Consortium on Chicago School Research, 2006

3rd Grade Reading

A student who can't read on grade level by 3rd grade is <u>four times</u> less likely to graduate by age 19 than a child who does read proficiently by that time
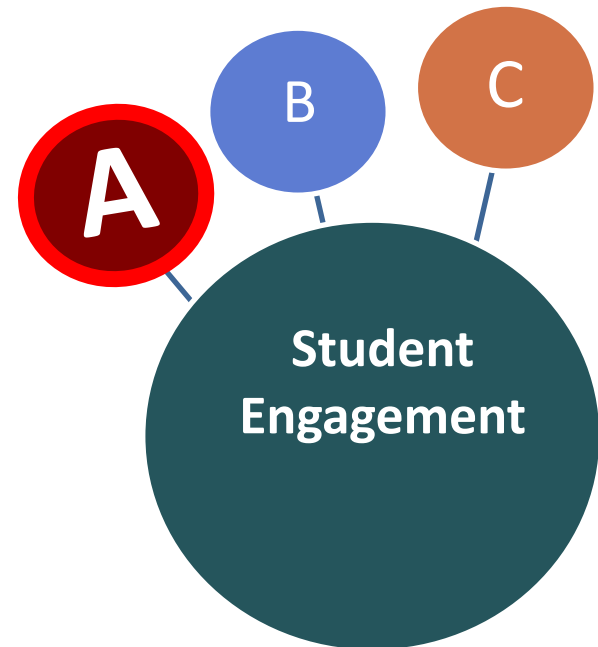
American Educational Research Association

Focus on Early Warning Indicators

ATTENDANCE

BEHAVIOR

COURSE PERFORMANCE

Attendance

Attendance
Showing Up

| Tracking	Data
Off-Track	Less Than 90%
On-Track	Greater Than 90%
College Ready	Greater Than 95%

A
B
C

Student Engagement

What Do we Know about Attendance Indicators?

- **Attendance-students who are missing 10% or more of school need intervention**.

- But it is the students who miss 5 or fewer days in the year who thrive.

- Thus some attention should be paid to students who miss more than 5 days but less than 10% (i.e. check in and monitor)

Behavior

Behavior
Social Skills

| Tracking	Data
Off-Track	1 or More Suspensions **And/or** Mild Sustained Behavior
On-Track	No Suspensions

A

B

C

Student Engagement
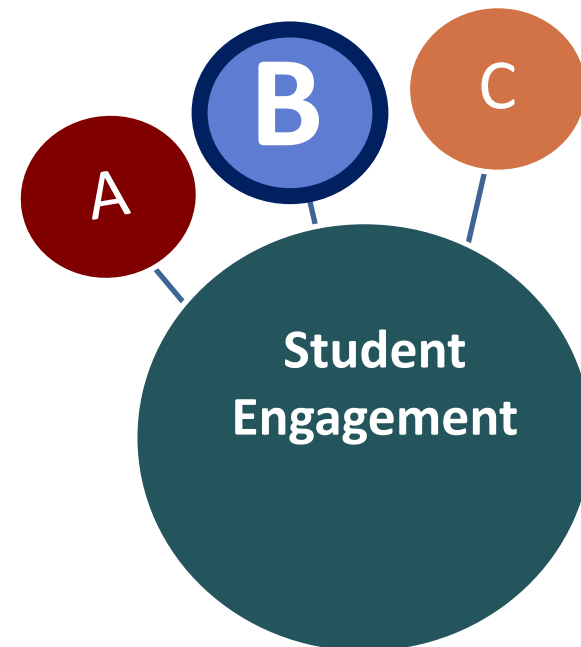
What Do We Know About Behavior Indicators

- **Behavior-students with sustained mild misbehavior fall off track in larger numbers.**
- It is important to track more minor as well as major incidents.
- Students who are suspended once need intervention to make sure they are not suspended again.

Course Performance

Course Performance
Doing the Work

Tracking	Data
Off-Track	Failing ELA and/or Math
On-Track	Passing ELA and/or Math
College Ready	B or Better

A

B

C

Student Engagement
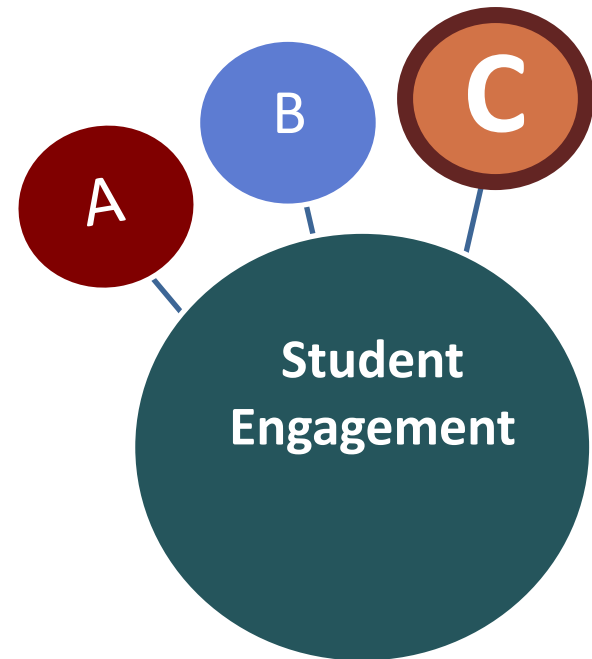
What Do We Know About Course Performance Indicators?

- **Course Performance- is 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.

Research Takeaways

- **High achievement matters**

- **Students usually start with one indicator and develop more indicators over time**

- **Good News:** Students are resilient and usually signal years before dropping out

Metrics for on and off-track

	Attendance	Behavior	Course Perf.
Off-Track	Less than 90%	1+ suspension and/or mild sustained Behavior	Failing a course
Sliding			
On-Track	Greater than 90%	No suspensions or mild mis-behavior	Passing a course
College Ready	Greater than 95%		B or Better

Data Collection and Analysis

Student	Attendance		Behavior (referrals)		Course Performance			
	13-14 year	Sept	13-14 year	Sept	Math Q4	Math Sept.	ELA Q4	ELA Sept
#John	96%	5 days	7	0	B	68%	A	77%
#Adrian	93%	0	2	4, 1 Susp.	A	88%	C	53%
#Samuel	99%	0, 10 tardy	14	2	B	82%	D	55%
#Erica	81%	5	1	1	C	56%	B	87%

Lets take a look at some Data!!!

EWI Data

DIPLOMAS NOW **Q1**

Gender	Grade	Talent Development									Success Highways						
		Absent	Tardy	Present	Suspensions	ELA	Math	Science	Soc Stud	Education	Confidence	Connections	Stress	Well-Being	Motivation	Academic Risk Index
F	6	0	0	100%	0					1	1	1	1	3	1	
M	6	0	0	100%	0	C	F	C	D	1	1	1	2	3	1	60-69%
M	6	1	1	97%	0	C	C	C	D	1	1	2	1	2	1	
F	6	10	0	74%	0	B	C	C	C	3	3	1	1	1	3	
F	6	2	0	92%	0			F	C	3	3	3	3	3	3	
M	6	1	0	98%	0	C	D	C	C	3	3	1	2	2	3	
M	6	1	0	98%	1	B	C	F	C	1	3	3	3	3	3	
F	6	2	0	94%	0	A	A	B	B	2	3	3	3	2	3	
M	6	1	0	97%	0	C	B	F	C	1	1	2	2	3	2	
M	6	1	0	97%	0	C	B	F	C	1	1	2	2	3	2	
M	6	9	2	71%	1	F	F	F	F	1	1	1	1	1	2	80-100%
F	6	5	0	87%	0	B	C	A	B	3	2	2	3	2	3	
M	6	0	0		0											

Data Analysis

What trends do you notice?

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

5 MINUTE "Stretch" BREAK

TIERED INTERVENTIONS & RESOURCE MAPPING

A Tiered Intervention System

Tier 3: Provide intensive efforts involving specialists (counselors, social workers, etc.) for the 5% to 10% of the students who don't respond to other supports.

Tier 2: Target interventions for those who develop an indicator despite school-wide prevention efforts.

Tier 1: School-wide programs aimed at preventing 75% of the students from developing any of the ABC indicators.
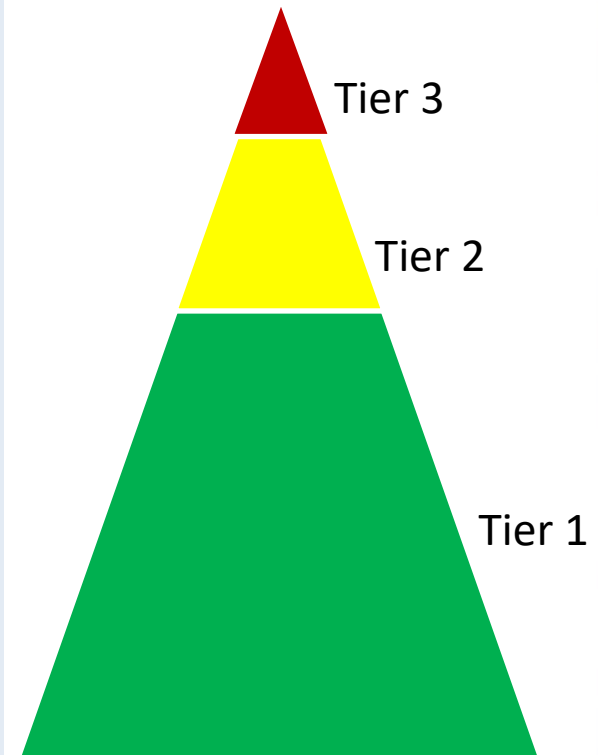
Multi-Tiered Support System

- **Prevention/Intervention designed to support all students in the grade/school/classroom**
  - **Research based Curriculum implemented with best practice instructional strategies**
  - **Whole school recognition events**
  - **Regular team meetings to coordinate teaching of common skills**

Multi-Tiered Support System

Small Group or Tier II: Interventions designed for a small group of students who are exhibiting some behavior issues (in any of the A,B,C's) and have not been successful with Tier I may include:

- **Example 1:** Reading intervention lab for students behind grade level
- **Example 2:** Lunch group discussion for a group of students centering around empowerment, targeted for students who seem to be having self- esteem challenges

Intensive or Tier III: Interventions designed for individuals or a few students who are continuing to exhibit inappropriate behaviors (in any of the A,B,C's) and have not made progress from previous interventions may include:

- **Example #1:** Anger management counseling
- **Example #2:** Home visits for chronic absenteeism

Finding a balance

Creating a system of tiered interventions that enables us to:

✓ provide the right interventions
✓ to the right students
✓ at the right time.

Resource Map - Overview

	Tier I Whole school	Tier II Small group	Tier III Most Intensive
Attendance	• Weekly attendance recognition • Perfect attendance celebration (monthly) • Team competition for attendance	• Check and Connect • Wake up calls • Buddy System with another student • Recognition for improved attendance	• Home visit by counselor • Individual contract with student and parent
Behavior	• Cardinal Cash (Caught you doing something good) • Freshman Seminar lessons • Academy meetings • Outside Speakers • Social skill courses	• Peer Mediation group • Daily Behavior contract • In-class interventions (seating, pairing, activity	• PREVENTION – Gang intervention group in the neighborhood • Visit one on one with social worker • Individual counselor sessions
Course Performance	• Recognition for most-improved • Focus on using engaging instructional practices • Goal setting practices	• Intervention lab • Tutoring support • Reading specialist • Double does of a course	• Tutoring support • Learning logs • Credit recovery • Credit repair

There are 3 stations around the room:

- **On your table, there are envelopes with strips of paper in them with prevention activities/interventions on them**

- **Your task is to select which indicator this intervention is for and under what Tier this intervention belongs**
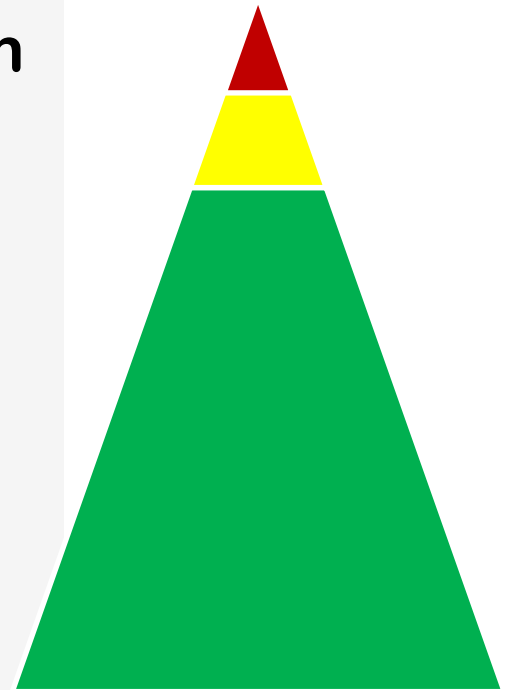
Activity – Resource Mapping

- What trends did you notice when you were placing the sample interventions?

- Are there some interventions that could go in more than one place?

- Is one indicator or one level emphasized more than others?

Resource Map – Detailed Level

Resource	Description	ABC Target	Level	Frequency	Max Capacity	Contact	Special Notes
After school "panthers" club	Focused on homework completion and exposure to career opportunities	Course Performance	Targeted Group	Tuesday, Wednesday, Thursday	30 students	Mr. Miller	Send referrals to Mr. Miller.
Drug and Alcohol counseling	Professionals who can talk with students about issues they are facing	A B or C	Intensive	As needed	~10 students per semester	Counselor	All referrals need to go through counseling office.

Creating a Resource Map

- **What do we have available?**
  - **How do we access these supports?**

- **Who manages these supports or is the point person?**

- **How do I help people implement efficiently and effectively without being their manager?**

Examining Your Resource Map

|	Attendance	Behavior (including effort)	Course Performance
Whole School	Needs/gaps: • Are our needs focused in one of the ABC's? • Do we have the strategies/responses to meet the needs of all of our students? • If we have them, where are the gaps that we have in our strategies or supports? Capacity: • Do we have additional capacity or space in current strategies or interventions that we aren't utilizing? • Are we implementing our strategies to the intended level? Effectiveness: • Are interventions having an impact on students' ABC's? • Are some interventions having a greater impact than others?		
Targeted			
Intensive			

5 MINUTE "Stretch" BREAK

EWI Meetings

Early Warning System

Student Cohorts
Tiered Interventions

Cohort A

Cohort B

Cohort C
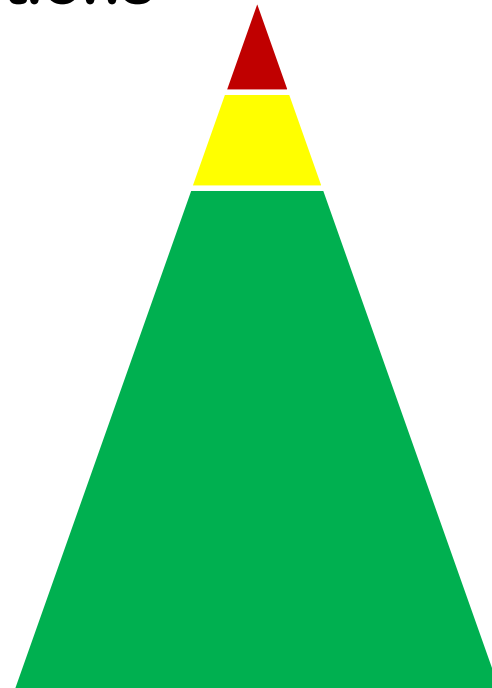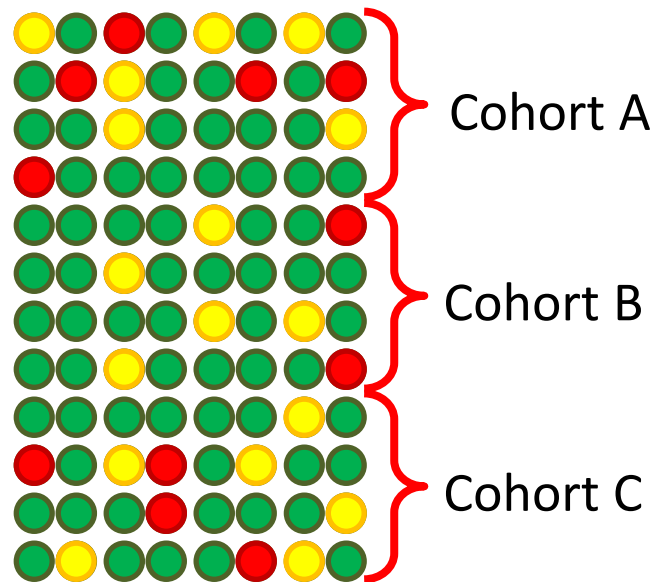
EWI Meetings

An interdisciplinary teacher team meeting to coordinate, create, and monitor interventions for students who are exhibiting early warning indicators.

EWI Meetings

Goal: To coordinate and create interventions for students who are exhibiting early warning indicators and to closely monitor their progress so that students are successful.

Team Meeting Roles

- **<u>Recorder</u>- Fills out action plans**

- **<u>Timekeeper</u>- Ensures that timing for protocol is being followed**

- **<u>Facilitator</u>- Ensures that norms for protocol are being followed**

- **<u>Everyone</u> – Is prepared to discuss details about their students, is aware of the resources available, and is looking for solutions.**

Intervention Identification Protocol

- **Identify Student (1 minute)**
  - Identifies which off-track behaviors the student is exhibiting
  - Identifies data supporting identification for intervention (from EWI report)

- **Team provides information (2 minutes)**
  - Team members share student strengths and impact of prior interventions and prior support of student.
  - Team members succinctly provide additional information about *why* off-track indicators may be present

- **Team members discuss intervention options (3 minutes)**
  - Consult resource map
  - Determine intervention and discuss who will champion follow up
  - Determine date for follow-up conversation
  - Determine communication with family

Viewing a Sample EWS Meeting

View the short video of a sample EWS meeting. As you watch, reflect on what you notice in the discussion.

- http://videos.tdschools.org/awareness/early-warning-indicators/

- https://www.youtube.com/watch?v=_UvSzMl_Iyg

EWI Data Tool

Student	Attendance		Behavior (referrals)		Course Performance					
	Sept	15-16	Sept	15-16	Math Sept.	Math Q4	Math EOC	ELA Sept	ELA Q4	ELA EOC
#John	5 days	96%	0	7	68%	B	Prof.	77%	A	Prof.
#Adrian	0	93%	4, 1 Susp.	2	88%	A	Basic	53%	C	Basic
#Samuel	0, 10 tardy	99%	2	14	82%	B	Basic	55%	D	Below Basic
#Erica	5 days	81%	1	1	56%	C	Below Basic	87%	B	Prof.

Mock EWI Meeting Activity

*Select one student to discuss!

EWI Meetings - Rubric

- **Schedule**
- **Teams**
- **Meeting/Facilitation Structures and Protocols**
- **Tiered Interventions**
- **Student Level Data/ Tracking Tools**

Teams:				
	Implementation			Advanced Implementation
	Pre-Emerging	Emerging	Full	
Clear expectations for participation, roles and responsibilities	• Attendance is not consistent and not all staff (SPED, Counselor) are present • Staff do not offer interventions and are unsure when to offer input. • There are not clear roles for teachers. • The group does not use norms for the meeting. • Lack of understanding of purpose of EWI meeting and difference between other meetings.	• Attendance is not consistent. • Some staff offer intervention ideas. • Some staff do not know some of the students.	• All staff are in attendance. • Staff provide input but are sometimes reporting to the facilitator, not working together. • Norms are visible. Not always consistently followed. • Roles are established for each team member.	• All staff who support the same cohort of students are in attendance for each weekly meeting. • Input and accountability (ownership) for student interventions are provided from each staff member. • Discussions are strengths-based, collaborative and solutions-orientated. • Group norms are established and followed. • Facilitator, recorder, and time keeper roles are clear and fulfilled each week. • There is a common vision among all team members.

EWS in Action

http://video.pbs.org/video/2257751072/

Exit Ticket

- **Please answer the following:**

- **3 - List three things you're taking away from today's session**

- **2 - List two things you and/or your school site might need support with based on today's session**

- **1 - List one question or concern that you still have**

THANK YOU!