

First-year effects of early indicator and intervention systems in Oregon

Although Oregon has made recent gains in its high school graduation rate, 21 percent of Oregon public school students did not graduate on time in 2018.¹ In response to this issue, Oregon voters passed Measure 98 to fund dropout prevention and college and career readiness initiatives. Many districts used the additional funding to adopt an early indicator and intervention system (EIS), which identifies students who are not on track to graduate high school by monitoring indicators through a frequently updated data system. To help Oregon education leaders better understand the early effects of EIS adoption on student outcomes and to inform future efforts to boost statewide graduation rates, **Regional Educational Laboratory Northwest examined the first-year effects of EIS** on chronic absenteeism, disciplinary infractions, course progression, and academic performance during the 2018/19 school year. This infographic spotlights study findings that may be helpful to education leaders in Oregon and other states that are using or planning to adopt an EIS.



How is an EIS expected to improve high school graduation rates?²

Key EIS Components and Indicators

School districts use data dashboards to identify students who **do not** meet district-defined thresholds for attendance, behavior, or course performance.

Each high school maps a menu of available interventions for each indicator, which may include:



Attendance | daily check-ins and/or policy to call home after each absence



Course performance | after-school tutoring or homework help



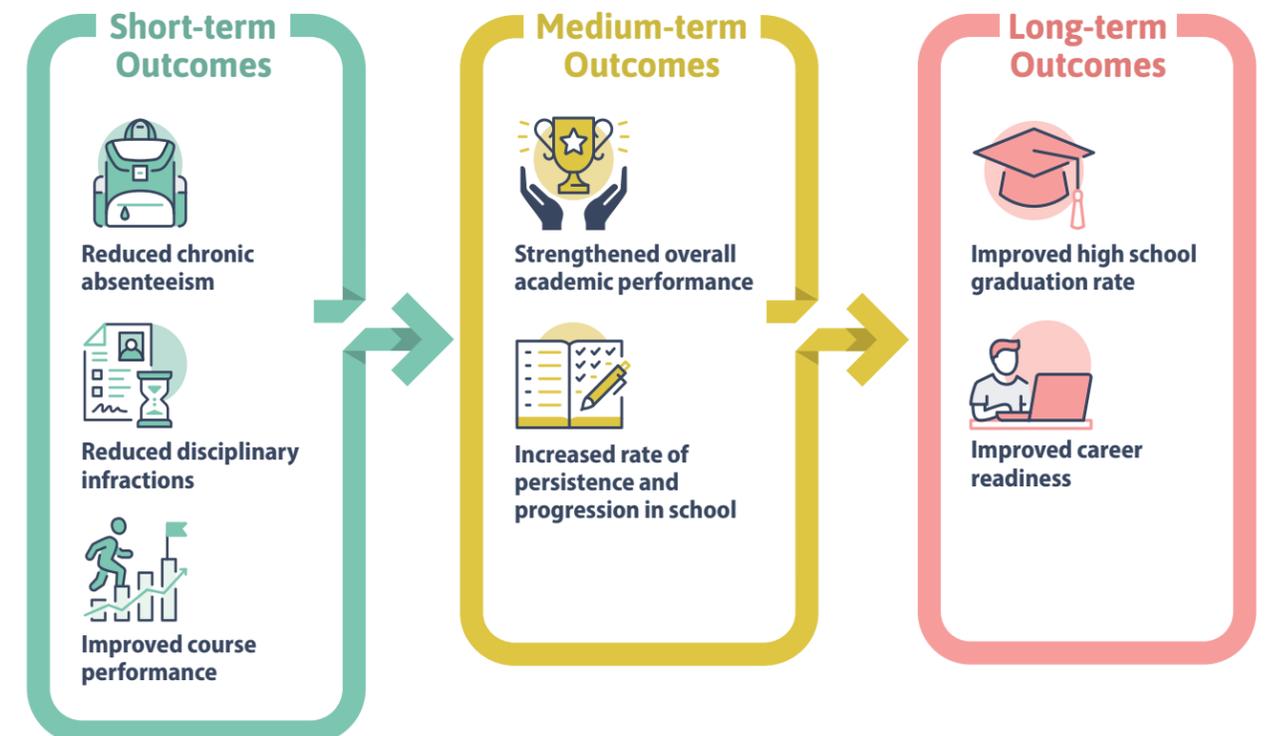
Behavior | peer mediation groups



Multiple indicators | individual coaching

A response team assigns students to interventions that fit their needs.

The response team monitors each student's progress and adjusts interventions as needed.



What were the initial effects of EIS in Oregon in the first-year of adoption?

When compared with a similar set of districts that adopted other initiatives, districts that adopted an EIS experienced:



A reduced overall percentage of high school students who were chronically absent. EIS adoption is estimated to have reduced the proportion of students who were absent for more than 15 percent of enrolled days from 20.0 percent to 16.7 percent.



An increased proportion of grade 9 students who were suspended or expelled. EIS adoption did not change the proportion of students in grades 10, 11, and 12 who were suspended or expelled.



No impact on course progression or academic performance.



Implications



- **Additional effort might be needed to ensure that the EIS initiative supports grade 9 students as they transition into high school.** The grade 9 findings for chronic absenteeism were less promising than those for grades 10 and 11. It may be particularly important for districts to use EIS data systems to effectively support grade 9 students who struggle with key risk factors during the first year of high school. For instance, districts could provide additional training for staff that work with grade 9 students and ensure that data from the middle grades are accessed and properly reviewed.
- **The Oregon Department of Education and participating districts could consider exploring which indicators may be most beneficial to their students.** Districts and schools have flexibility in choosing the indicators to use in their EIS. It is possible to include some indicators on which an EIS might have positive effects, such as chronic absenteeism, while excluding other indicators on which an EIS might have negative effects, such as discipline.
- **The study findings are limited due to the focus on outcomes in the first year of EIS adoption and the lack of data on EIS implementation. The Oregon Department of Education and participating districts may want to consider further research on the implementation and impact of EIS.** Long-term research could examine the extent to which districts are implementing EIS with fidelity and assess whether a fully implemented EIS met the long-term goal of improving high school graduation rates.

References

¹ U.S. Department of Education, National Center for Education Statistics. (2020). Common Core of Data. Table 1. Public high school 4-year adjusted cohort graduation rate (ACGR), by race/ethnicity and selected demographic characteristics for the United States, the 50 states, the District of Columbia, and Puerto Rico: School year 2017–18. Retrieved June 19, 2020, from https://nces.ed.gov/ccd/tables/ACGR_RE_and_characteristics_2017-18.asp

² Authors' adaptation from Faria, A.-M., Sorensen, N., Heppen, J., Bowdon, J., Taylor, S., Eisner, R., & Foster, S. (2017). *Getting students on track for graduation: Impacts of the Early Warning Intervention and Monitoring System after one year.* (REL 2017–272). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest. <https://eric.ed.gov/?id=ED573814>

This infographic was prepared under Contract ED-IES-17-C-0009 by Regional Educational Laboratory Northwest, administered by Education Northwest. The content does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

