A PRACTITIONER'S GUIDE TO IMPLEMENTING EARLY WARNING SYSTEMS

DESIGNING AND USING REPORTS (CORE COMPONENT #3 OF 5)

REL Regional Educational Laboratories

Learning Series on EARLY WARNING SYSTEMS

Early warning systems (EWS) use individual student data to generate indicators of on-track status for graduation, including attendance, behavior, and course performance. States and districts across the nation use these systems to identify off-track students in middle and high school and to design and assess interventions to keep students on track to graduate. Despite the popularity of EWS, research on their implementation is sparse. The **REL Northwest** report *A practitioner's guide to implementing early warning systems* summarizes what is known about EWS implementation and describes how states, districts, and schools can draw on the research. This summary series describes the five core components of implementing an EWS. The third of those five components is described here.

1 Establishing and training a team to use the EWS	**2** Identifying accurate indicators	**3** Designing and using reports	**4** Mapping appropriate interventions to individual student needs	**5** Evaluating student progress and intervention effectiveness

An EWS involves (a) compiling data that identify student progress toward graduation, and (b) alerting staff when the data indicate that a student is falling off track. Designing useful reports for district and school staff is therefore a crucial part of EWS implementation.

Making reports simple but effective:

EWS teams should collaborate closely with their information technology departments (where available) to develop an easy-to-use report structure that focuses (ideally) on a handful of predictive indicators.

Establishing a process for routinely creating and using reports:

- Indicator data should be regularly updated, to ensure that the EWS team can accurately monitor and track student progress.

- EWS reports will contain personally identifiable information, which is covered by privacy laws. EWS teams should consult with legal counsel about ensuring confidentiality for EWS data and reporting.

Creating different reports for different audiences:

- School summary reports may be most helpful for administrators, who can use them to identify disproportionality in student outcomes and to determine the need for culturally responsive interventions.

- Classroom-level reports may provide more insight for teachers. These reports should not be used for evaluating teachers because such use can hinder teacher buy-in.

- Student-level reports may be useful for teachers and counselors who work with individual students. These reports could also be shared with the students and their families. Student reports should emphasize positive messaging about how the report is a tool to support students and include strategies and guidance for improvement.

This summary was created by REL Mid-Atlantic.

The **Learning Series on Early Warning Systems** is a coordinated set of technical assistance activities conducted by the 10 Regional Educational Laboratories.