

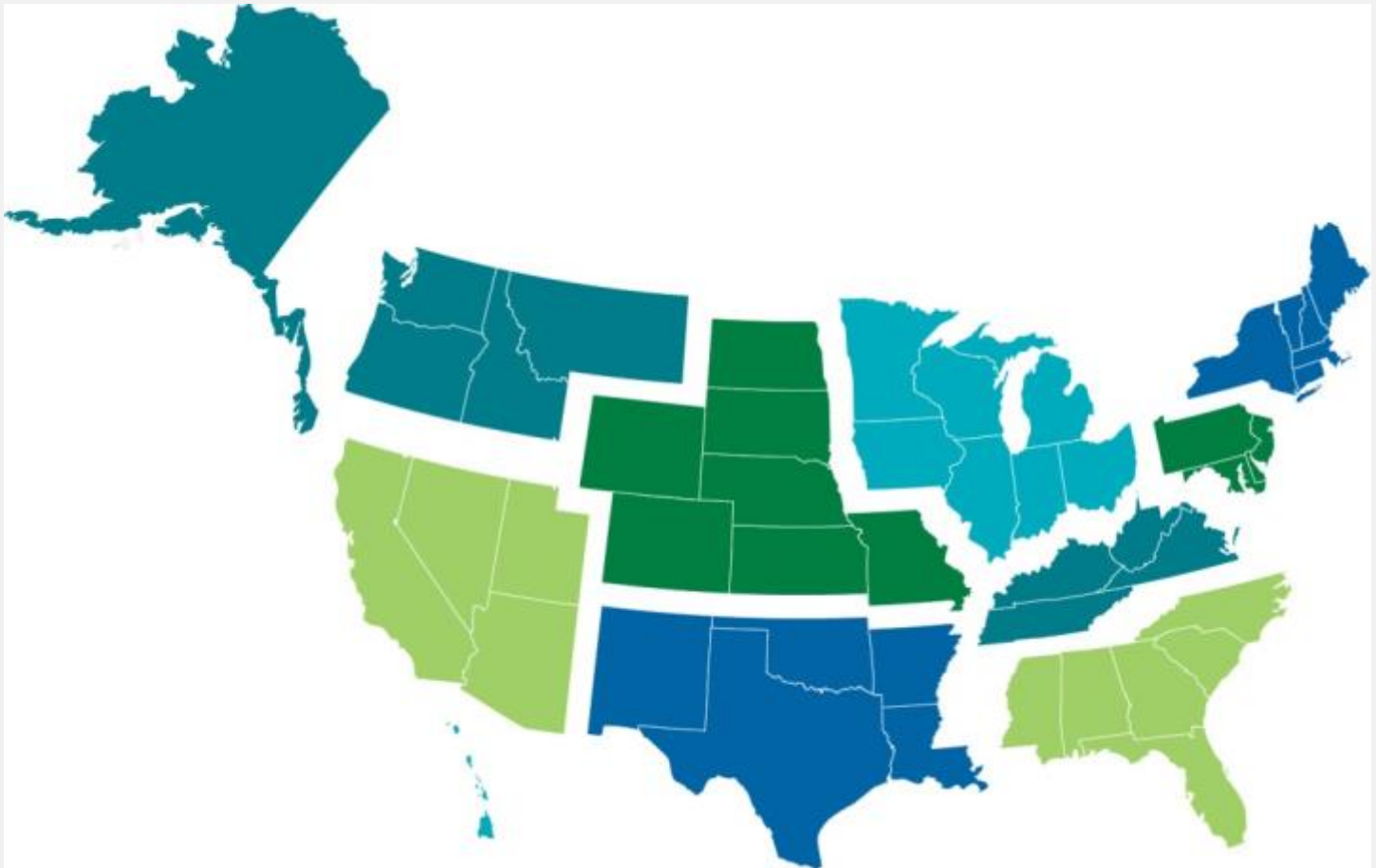
# EWS 101:

## Introduction to the Five Core Components of Early Warning Systems (EWS)

Regional Educational Laboratory (REL) Network  
Learning Series on Early Warning Systems  
February 25, 2016



# Regional Educational Laboratory System



# EWS 101: Webinar goals

## Goals: Understand the key elements of implementing Early Warning Systems

- Building a team
- Identifying appropriate indicators
- Creating data reports
- Mapping interventions to indicators
- Evaluating interventions



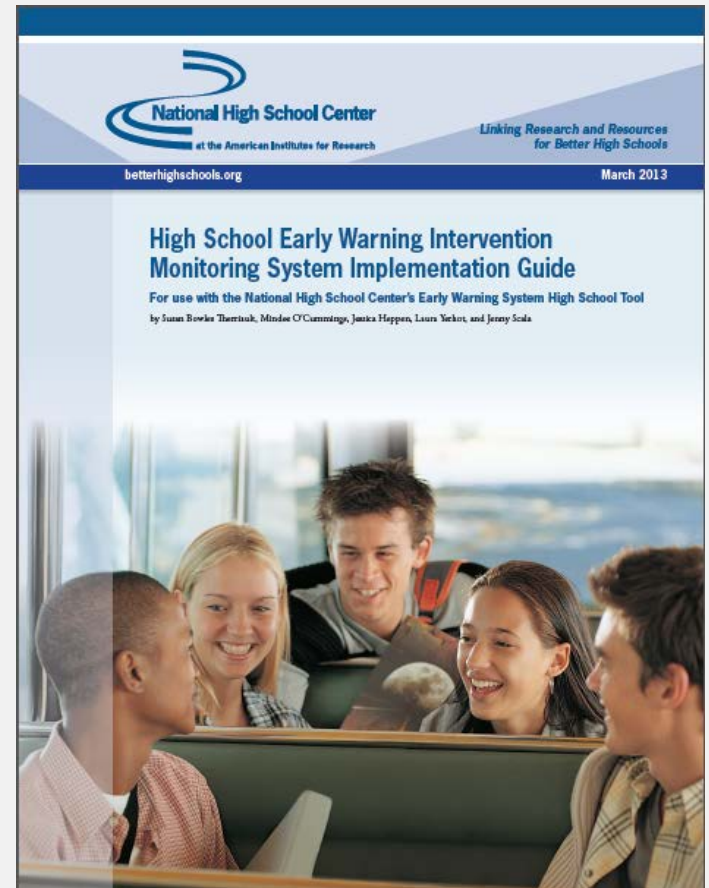
# The power of an Early Warning System?



# Early Warning Intervention Monitoring System Implementation Guide

Seven-step process that guides users in decisions about supporting at-risk students and guidance in continuing to monitor progress over time

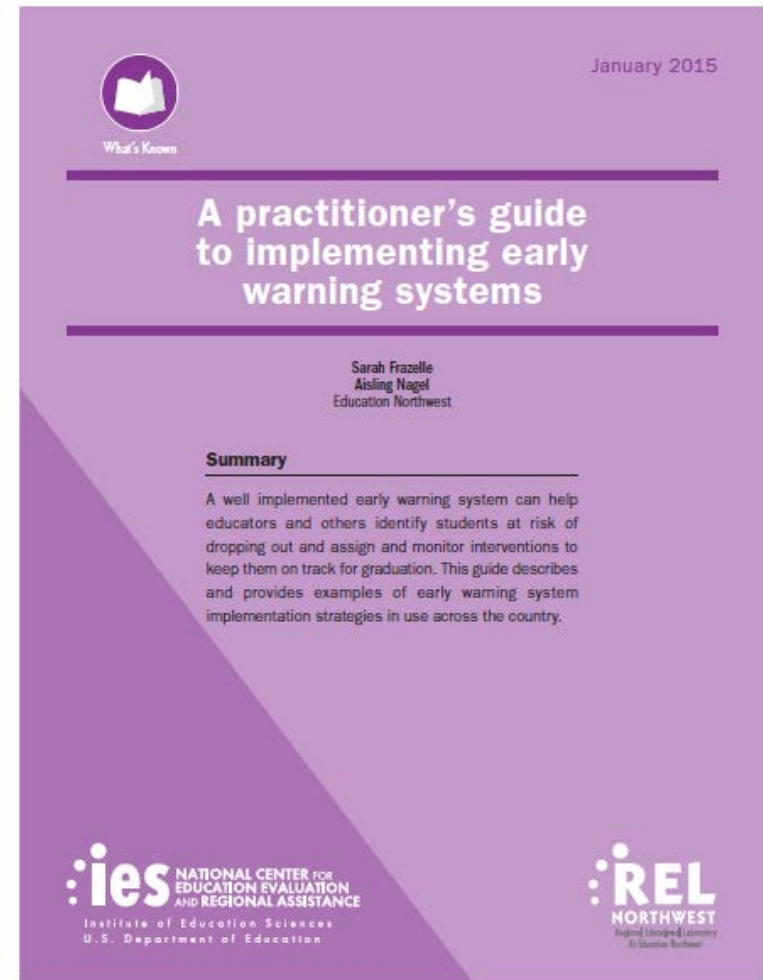
<http://www.earlywarningsystems.org/resources-tools/implementation-and-research>





# A Practitioner's Guide to Implementing Early Warning Systems

- Developed by REL Northwest in 2015
- Describes and provides examples of EWS implementation strategies in use across the country
- Available at [http://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL\\_2015056.pdf](http://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL_2015056.pdf)



# Early Warning System Implementation

Roles & Responsibilities

Goal Setting



Establishing EWS Teams

## Indicators & Reports

- ✓ Updating Protocol
- ✓ Validity & Thresholds
- ✓ Accommodating Different Report Uses
- ✓ Student Privacy
- ✓ Distribution Schedule

## Evaluate the Interventions

**Bobby**

- Attendance: Call Home, Free Transport
- Course Grades: Late Homework Accepted

**Grace**

- Behavior: Peer Mentors, Counselor Check-In

**Joshua**

- Attendance: Call Home
- Behavior: Counselor Check-In



## Linking Indicators with Interventions

Call Home  
Change Policy  
First Period Check-In

Assign Mentor  
Counselor Meetings  
In-School Suspension

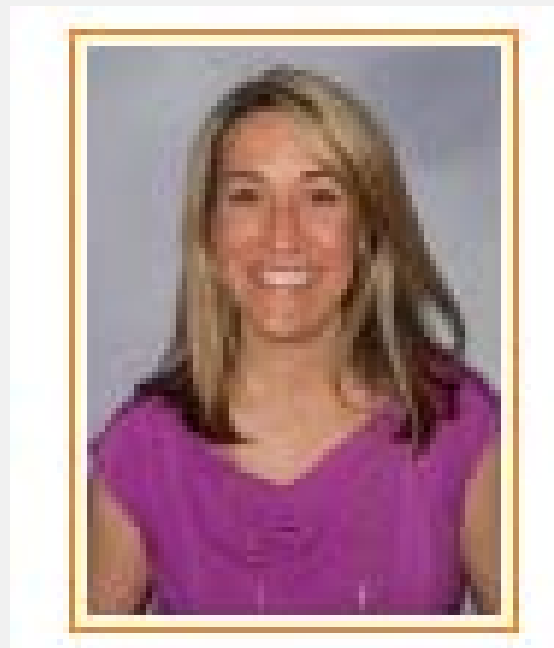
Peer Tutoring  
Late Homework Policy  
Credit Recovery



# Presenters



Jenny Scala, American Institutes for Research

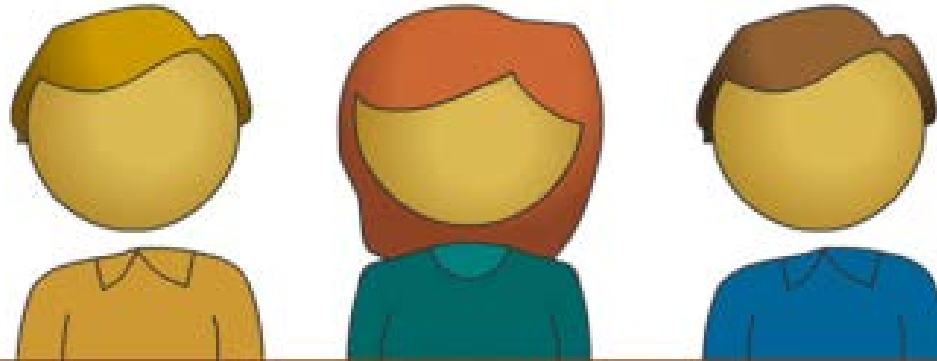


Amy Szymanski, Secondary Transition and Workforce Development consultant, Ohio's State Support Team



**Roles &  
Responsibilities**

**Goal Setting**



**Establishing EWS Teams**

# Component 1: Building an EWS team

## **Include team members who have:**

- Authority to make decisions
- Knowledge of diverse students
- Knowledge of range of available interventions
- Expertise to manage and analyze data
- Representation from the district
- Familiarity with your EWS tool and student information system

## **Determine team members' roles and responsibilities**



# Setting up routines

## Establish a meeting schedule

## Create communication processes

- Within EWS team
- To garner feedback from other staff members
- To disseminate information to other staff members



## Indicators & Reports

- ☒ Updating Protocol
- ☒ Validity & Thresholds
- ☒ Accommodating Different Report Uses
- ☒ Student Privacy
- ☒ Distribution Schedule

# Components 2 & 3: Indicators and reports

**Commonly used early warning indicators include the following:**

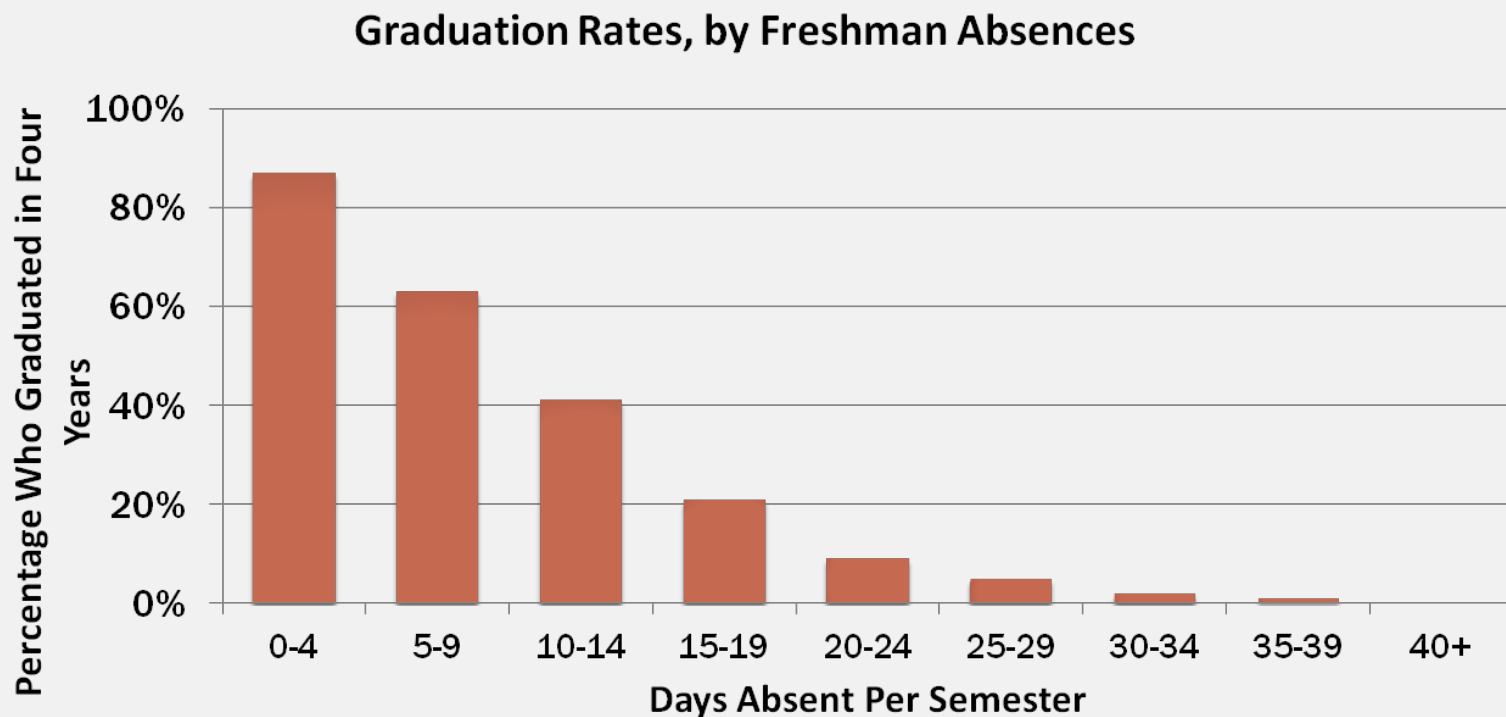
- Attendance
- Course performance, especially the number of Fs
- Grade point average (GPA)
- Disciplinary incidents

**Early warning indicators are symptoms, not causes**



# High school graduation outcome

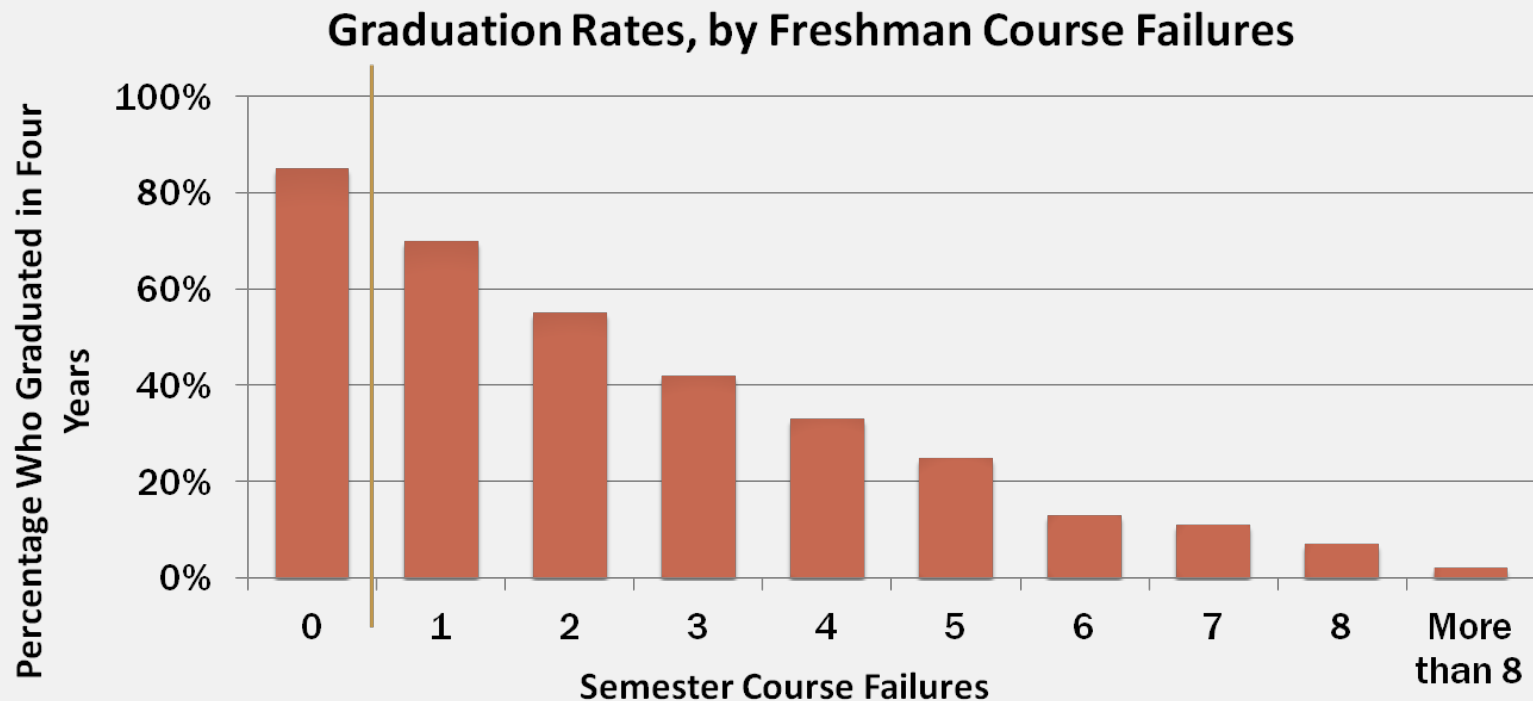
## High-yield indicators: High school attendance



Source: Allensworth and Easton, 2007

# High school graduation outcome

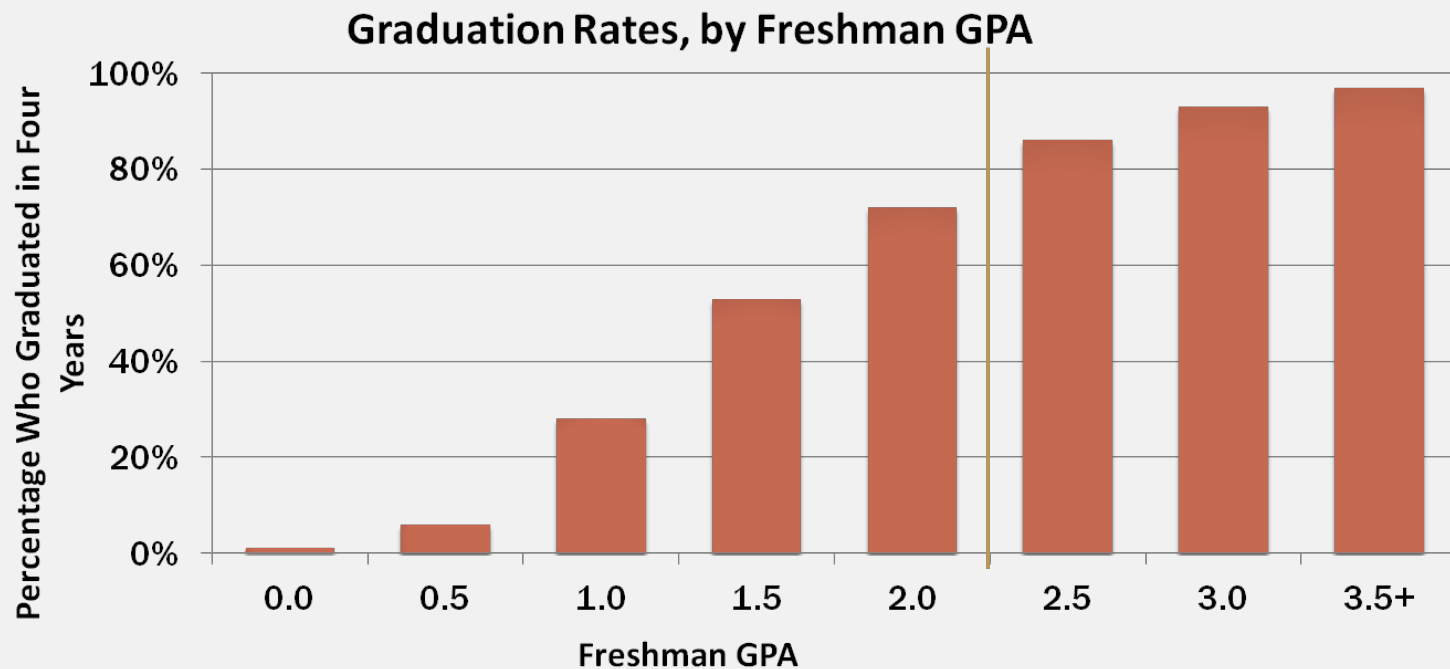
## High-yield indicators: Grade 9 course failures



Source: Allensworth and Easton, 2007

# High school graduation outcome

## High-yield indicators: Freshman GPA



Source: Allensworth and Easton, 2007

# High school graduation outcome EWS indicators and thresholds

## Dropout Thresholds

Indicators	Middle Grades	High School
<b>Incoming Indicator</b>	Previous year EWS tool exit indicators or locally validated indicators of risk	Previous year EWS tool exit indicators or locally validated indicators of risk
<b>Attendance</b>	Missed 20 percent or more of instructional time	Missed 10 percent or more of instructional time
<b>Course Performance</b>	Failure in an English language arts (ELA) or mathematics course	-Failure in one or more courses  - Earned 2.0 or lower GPA (on a 4-point scale)
<b>Behavior</b>	Locally validated thresholds	Locally validated thresholds
<b>End-of-Year Indicator</b>	EWS exit indicator or locally validated indicators of risk	EWS exit indicator or locally validated indicators of risk

# Sample EWS student report

## Student Report

\* Year: 2018 ▼   
 \* Period: All Periods ▼   
 Grade: ▼   
 Disability: ▼   
 Race/Ethnicity: ▼   
 Disadvantaged: ▼   
 ELL: ▼   
 Custom: ▼   
 Gender: ▼   
 Incoming Risk: ▼   
 Intervention: ▼

Filter    Clear

### Personal Information

Student ID	First	Last	Grade
1212201	Gilda	Radner	9
1212202	Tina	Fey	9
1212203	Amy	Poehler	9
1212204	Sarah	Silverman	9
1212205	Kristen	Wiig	9
1212206	Maya	Rudolph	9
1212207	Ellen	Degener...	9
1212208	Portia	DeRossi	9
1212209	Alia	Shawkat	9
1212210	Amy	Schumer	9

### Trimester\_1

Incoming Flag	Initial Attendance	Absence Rate	# of Course Fails	GPA	Behavior
Yes	No	No	Yes	No	No
No	No	No	Yes	No	No
No	No	No	Yes	No	No
Yes	No	No	No	No	No
Yes	No	No	No	No	No
No	No	No	Yes	Yes	No
No	Yes	No	Yes	Yes	No
No	Yes	No	Yes	No	No
No	No	Yes	Yes	No	No
No	No	No	No	--	--

### Trimester\_2

Absence Rate	# of Course Fails	GPA	Behavior
No	Yes	--	No
No	Yes	--	No
No	Yes	--	No
No	No	--	No
No	No	--	No
No	Yes	--	No
No	Yes	--	No
No	Yes	--	No
Yes	Yes	--	No
No	No	--	No



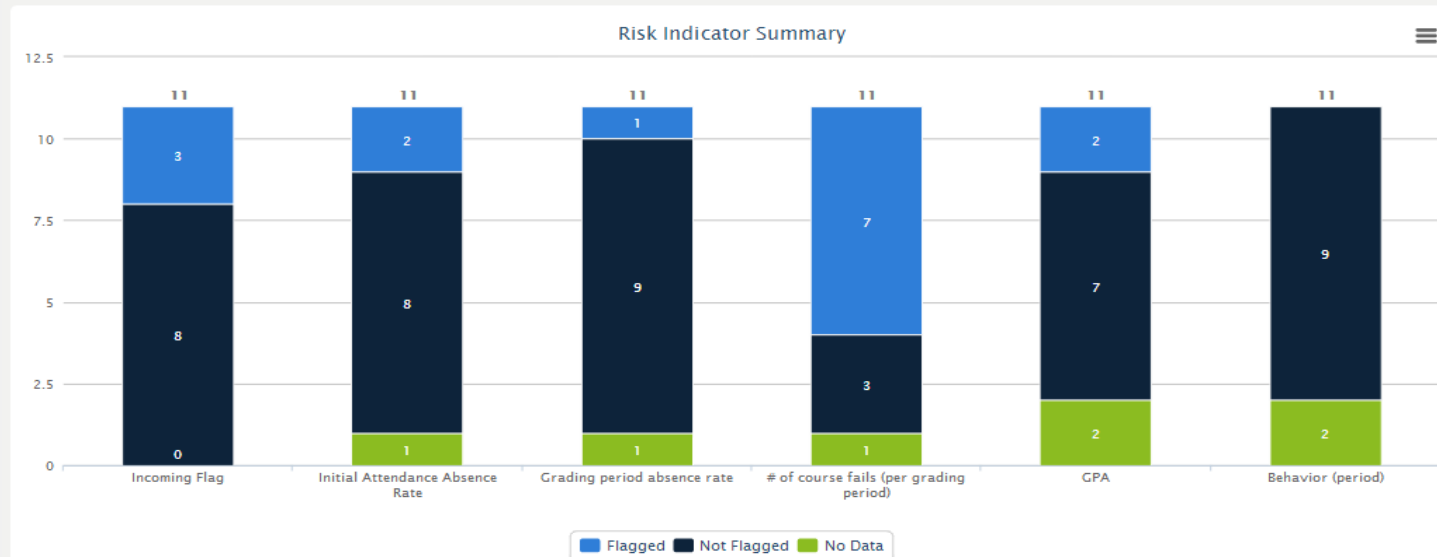


# Sample EWS school-level report

School Report: Dblumenthal Test1 School2

* Year	* Period	Grade	Disability	Race/Ethnicity	Disadvantaged	ELL	Custom	Gender	Incoming Risk	Intervention
2016 ▼	Trimester_1 ▼	▼	▼	▼	▼	▼	▼	▼	▼	▼
<div>Filter</div> <div>Clear</div>										

Transfers: **1** Dropouts: **0**



# EWS in action: Building the right team



District representation and participation is ideal!

Identify patterns and trends in the data

Determine district-wide need

Impact the group of students rather than individual students

Influence policy and procedures for systems change

# Presenters

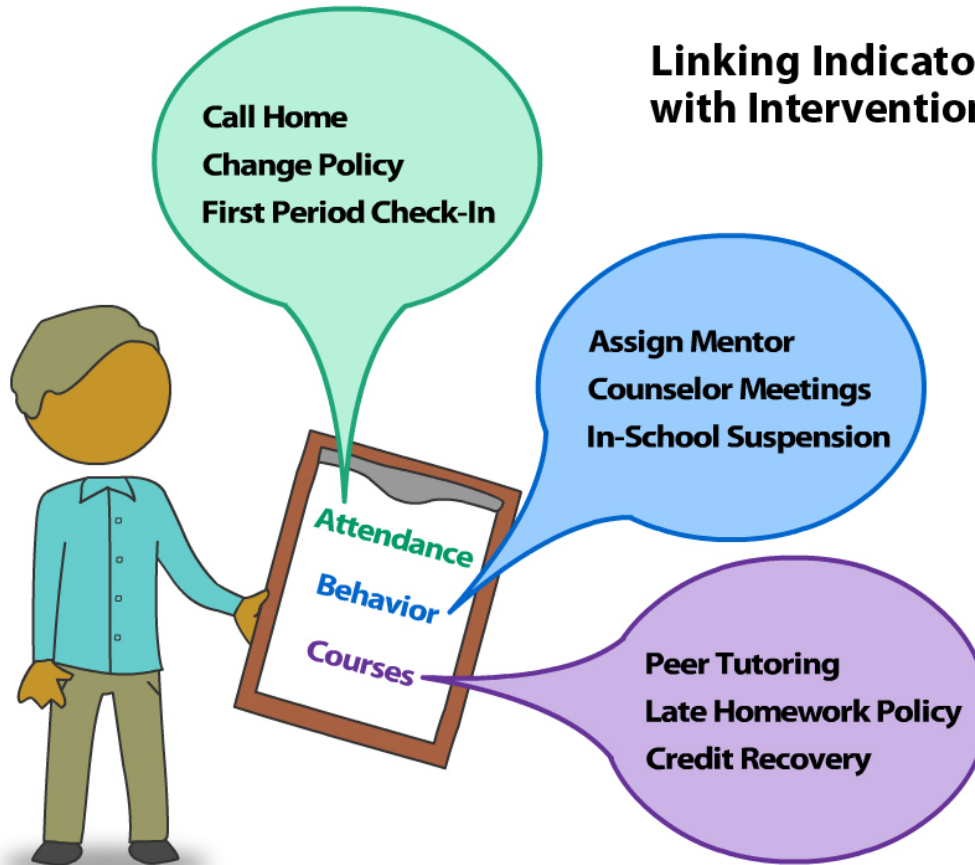


Sarah Frazelle, REL Northwest



Amy Szymanski, Secondary Transition and Workforce Development consultant, Ohio's State Support Team

## Linking Indicators with Interventions



# Component 4: Mapping interventions to indicators

- Step 1: Define what will be considered an intervention
- Step 2: Identify available interventions
- Step 3: Identify the objective of each intervention



# A multi-tiered approach: Prevention and intervention

**Intensive:** reserved for the 5-10% of students who need small-group or one-on-one support

- e.g., assign a case worker to the student

**Targeted:** aimed at an estimated 10-15% of students

- e.g., require students to sign an attendance contract

**Universal/School-wide:** impact about 80% of students

- e.g., track attendance daily at the classroom level, respond to first absence of each student

# Mapping interventions to indicators

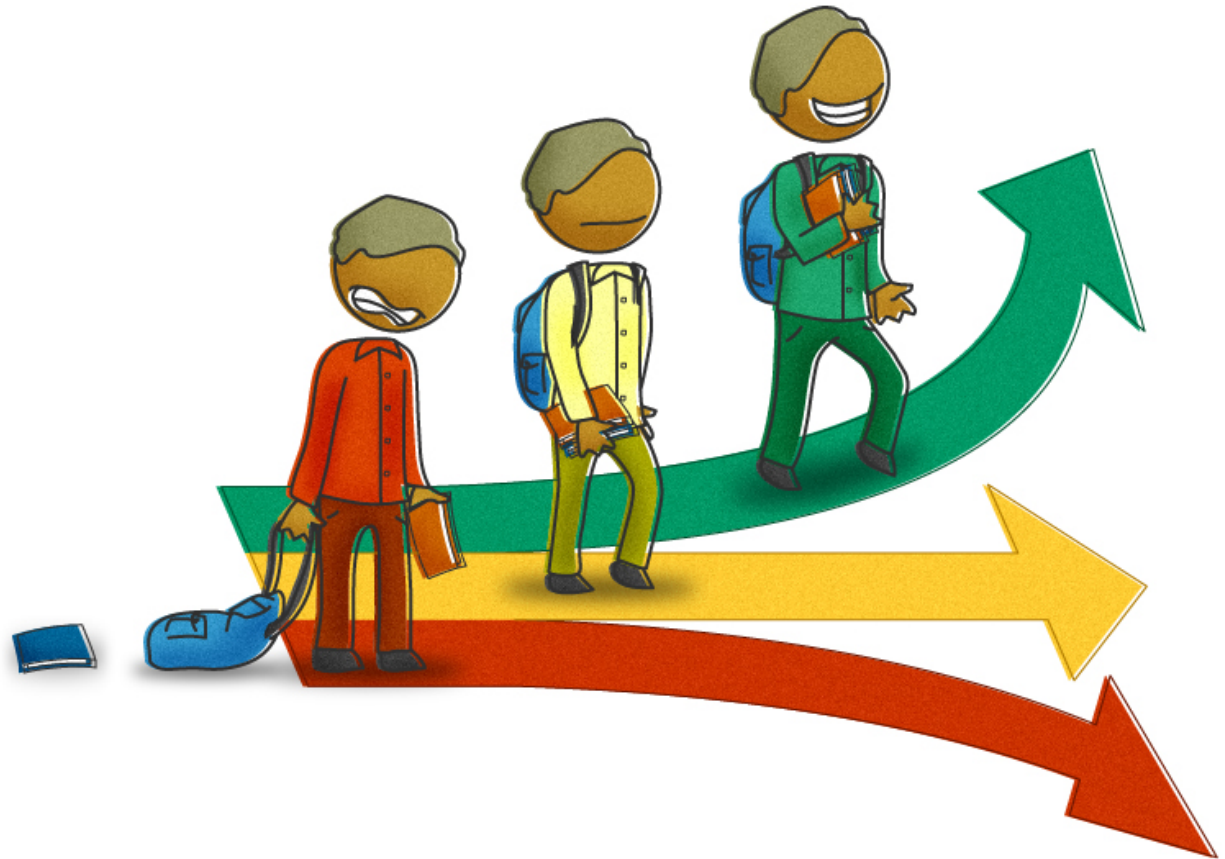
- Step 1: Define an intervention
- Step 2: Identify available interventions
- Step 3: Identify the objective of each intervention
- Step 4: Identify the intervention tier
- Step 5: Identify capacity and ownership

# Cataloging interventions: Indicators, capacity, and tiers

Attendance					School Name			
Intervention Name	Contact Person	Student Capacity	RTI Tier		School Level			
					Program Coordinator			

# Interventions: Supply and demand

Help the district provide targeted supports tailored to each student's individual areas of growth



# Assessing supply through resource mapping



## By indicator

- How many students can be supported at each tier?
- Are there community partners who could assist?
- Are there additional grant or funding opportunities available?



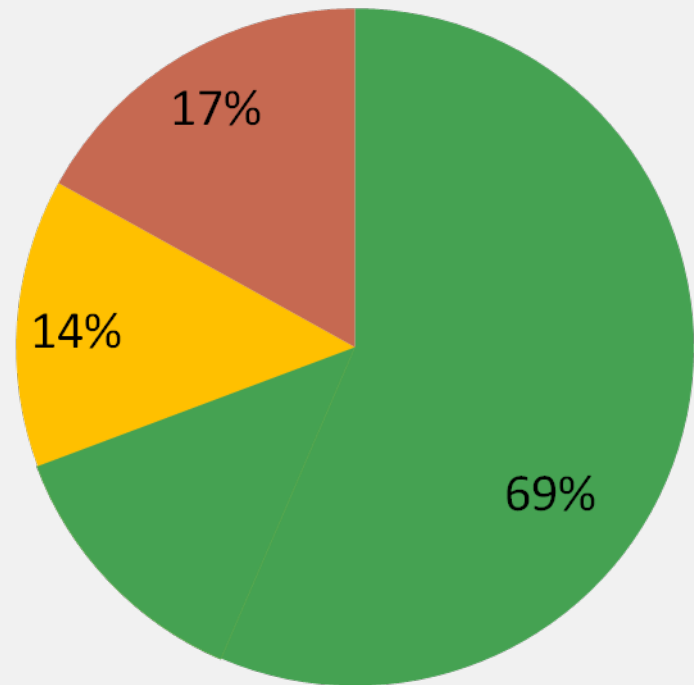
# Assessing demand through schoolwide trend analysis

Examine the number of students off-track

Use trend analysis to identify the demand for student supports

Do you have enough interventions to support your students?

Chronic Absence Monitoring Last 20 days



# Don't forget to include the student voice!

Hold focus groups with students

- Not the “usual suspects”

Develop culturally responsive interventions



# EWS in action: Combining EWS with other data use initiatives



Consider current initiatives and interventions

Avoid “one more thing”

Assign, provide, and monitor interventions within a multi-tiered system of supports

- Example 1: student study period
- Example 2: EWS team organized by tiered level of support

## Evaluate the Interventions

### **Bobby**

- ↑ Attendance: Call Home, Free Transport
- ↑ Course Grades: Late Homework Accepted

### **Grace**

- ↓ Behavior: Peer Mentors, Counselor Check-In

### **Joshua**

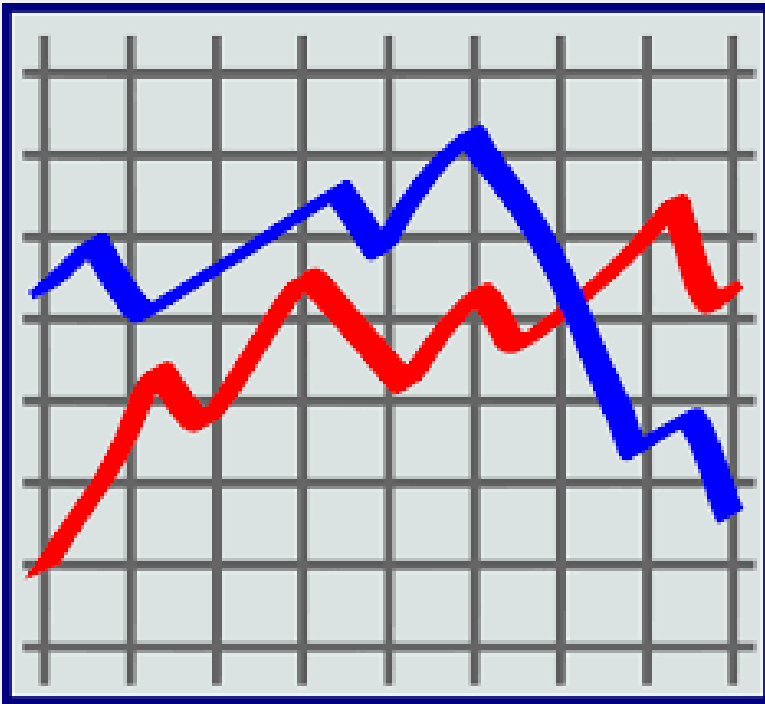
- ↑ Attendance: Call Home
- ↓ Behavior: Counselor Check-In



# Component 5: Evaluation



# Schoolwide analysis



Are you flagging fewer students in each indicator?

Is this true for every group of students?



# Collect data on each intervention

Title

Targeted indicator

Definition of “regular participation”

Progress measurement

Expectations of student progress?

What would “success” look like if the intervention works?

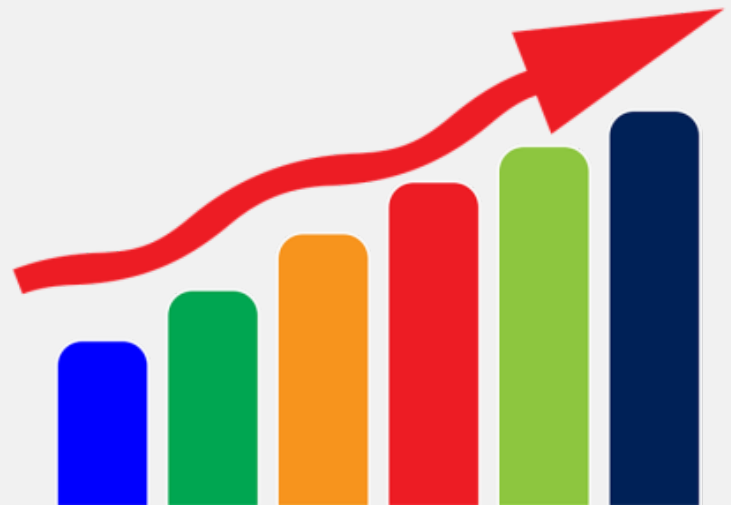


# Keeping track of each student

Record student data for each intervention

- Student name
- Student participation in the intervention
- Student's beginning indicator data
- Student's ending indicator data

Are participating students generally improving?





# Presenter



Denise Wright, Centennial  
School District, Oregon

# EWS as a part of Centennial School District's multi-tiered systems of support



Denise Wright  
Student Services  
Supervisor

# How Centennial School District built its team

## **2012-13**

Attended EWS introduction w/ FHI360

## **2013-14**

Chose district team members

- Representatives from all secondary buildings
- Multiple disciplines: Counselors, school psychologists, deans of students, administration, assessment
- District administration input: Added elementary team members

## **2014-15**

Trained building team members: Tier I, Tier II, Tier III

# Identifying appropriate indicators for our district

## 2013-14

- District team reviewed research
- Chose national indicators: Attendance, behavior, and credits/grades
- Set initial thresholds

## 2014-15

- District indicators set for attendance & behavior
- Credits/grades (middle & high school specific)

# CSD indicators (2014-15)

## ATTENDANCE

On-track: 90-100%

Sliding: 80-89%

Off-track: less than 80%

## BEHAVIOR

On-track: 0 Suspension/0-1 Ref.

Sliding: 1 Suspension/2-4 Ref.

Off-track: 2 or more Suspensions/5  
*or more Referrals*

## COURSE FAILURES: CHS

On-track: Fr (6+), So (12+), Jr (18+),  
Sr (24+)

Sliding: Fr (5), So (11), Jr (17), Sr  
(23)

Off-track: Fr (4 or less), So (10-or  
less), Jr (16 or less), Sr (22 or less)

## GRADES: CMS

On-track: 0 F's

Sliding: F in ELA &/or Math

Off Track: F in BOTH ELA & Math

## DRA/All School Write (Elem.)

On-track: Low Risk

Sliding: Some Risk

Off-track: At Risk

# Building district capacity to develop and use data reports

## 2013-14

- Researched Data Report Options (Surrounding Districts, National, Educational Service District)
- Gathered Input from Team and Administrators

## 2014-15

- Hired Data Analyst!!!
- Refined Data Reports
- Used with High School

## 2015-16

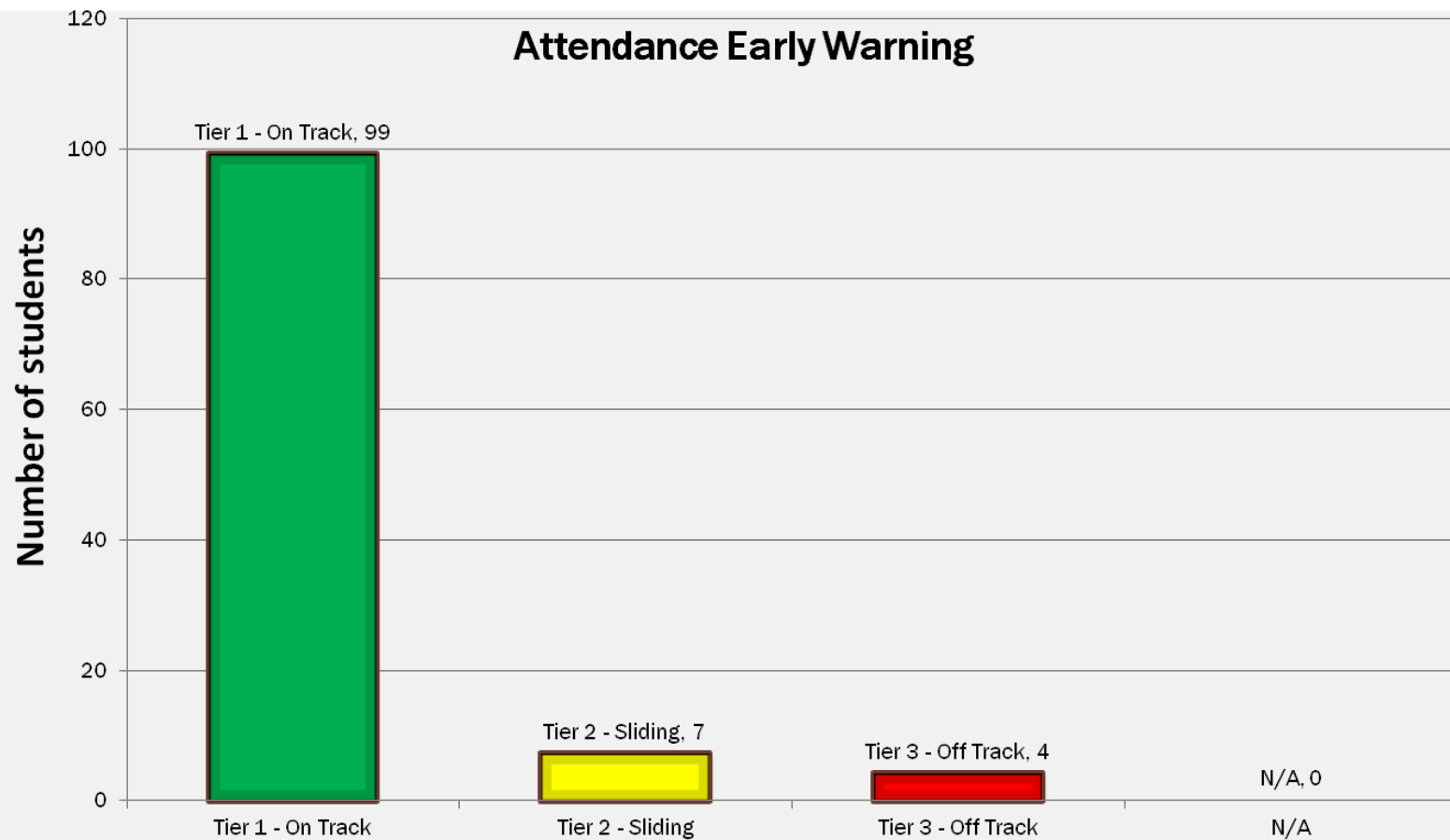
- Comparison Data
- Used at all levels



# Example: Secondary EWS report

Acader	Suspensi	Referrals	Behavior	Curr Yr	Days Present B	Attendance %	Attendance	Cum Credits	Cum Credit	Credits Fai	Credits Passing	Cr
N	0	1	On Track	32	24	75.00%	Off Track	6	7	1	On Track	
N	0	0	On Track	32	25	78.13%	Off Track	6	7	1	On Track	
N	0	0	On Track	32	25	78.13%	Off Track	4	7	3	Off Track	
N	0	0	On Track	32	25	78.13%	Off Track	7	7	0	On Track	
N	0	1	On Track	32	24	75.00%	Off Track	5	7	2	Sliding	
N	0	0	On Track	32	24	75.00%	Off Track	7	7	0	On Track	
N	0	0	On Track	32	23	71.88%	Off Track	6	7	1	On Track	
N	0	0	On Track	32	25	78.13%	Off Track	7.5	7.5	0	On Track	
N	0	4	Off Track	32	21	65.63%	Off Track	3	7	4	Off Track	
N	0	0	On Track	32	22	68.75%	Off Track	7	7.5	0.5	On Track	
N	0	0	On Track	29	18	62.07%	Off Track	1.5	3.5	2	Off Track	
N	0	0	On Track	32	23	71.88%	Off Track	8	8	0	On Track	
N	0	0	On Track	32	19	59.38%	Off Track	4	4.5	0.5	Off Track	
N	0	0	On Track	25	10	40.00%	Off Track	4.5	14.5	10	Off Track	
N	0	1	On Track	32	24	75.00%	Off Track	1	3.5	2.5	Off Track	
Y	0	0	On Track	32	20	62.50%	Off Track	9.5	18	8.5	Off Track	
N	0	0	On Track	32	17	53.13%	Off Track	6	11.5	5.5	Off Track	
N	0	0	On Track	32	25	78.13%	Off Track	5.5	10.5	5	Off Track	
N	0	0	On Track	32	19	59.38%	Off Track	1.375	4.875	3.5	Off Track	
N	0	0	On Track	32	18	56.25%	Off Track	11.5	14	2.5	Sliding	
Y	0	0	On Track	32	18	56.25%	Off Track	12.5	13.5	1	On Track	
N	0	0	On Track	32	25	78.13%	Off Track	6.25	9.75	3.5	Off Track	
Y	0	0	On Track	27	18	66.67%	Off Track	6.5	7	0.5	Off Track	
Y	0	0	On Track	32	24	75.00%	Off Track	18	18	0	On Track	
N	0	0	On Track	32	25	78.13%	Off Track	7.5	13.5	6	Off Track	
N	0	0	On Track	32	24	75.00%	Off Track	13	14	1	On Track	
N	0	0	On Track	29	21	72.41%	Off Track	10.5	13	2.5	Sliding	
N	0	0	On Track	32	24	75.00%	Off Track	5	11.5	6.5	Off Track	
N	0	0	On Track	32	22	68.75%	Off Track	4.5	10	5.5	Off Track	

# Example: Middle school team chart





# Centennial School District

## Mapping interventions to indicators

### 2013-14

- Initially mapped elementary, middle, & high school

### 2014-15

- High school-Reviewed & pared down
- Noticed attendance

### 2015-16

- High school-Increased attendance supports & interventions

# Mapping interventions

## Attendance

Intervention Name	Contact Person	Student Capacity	RTI Tier
Daily Attendance Calls Home	Holstrom		2
School SRO Home Visits with Counselor	Erickson		3
Informational Letters Home	Counselors/Admin		1 or 2
Attendance Initiative	Melvin		3
Home Visits	Erickson/Melvin/ Counselor		3

# CSD systems and interventions are working

Indicator	Rate
4-Year Grad. Rate	65.4% to 73.1%
Credit Attainment	75.85 to 79.20%
Discipline	Exp. 24 to 0 Suspend. 470 to 239
Attendance	6th Grade 82% to 85%



For additional questions email the presenters!

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