

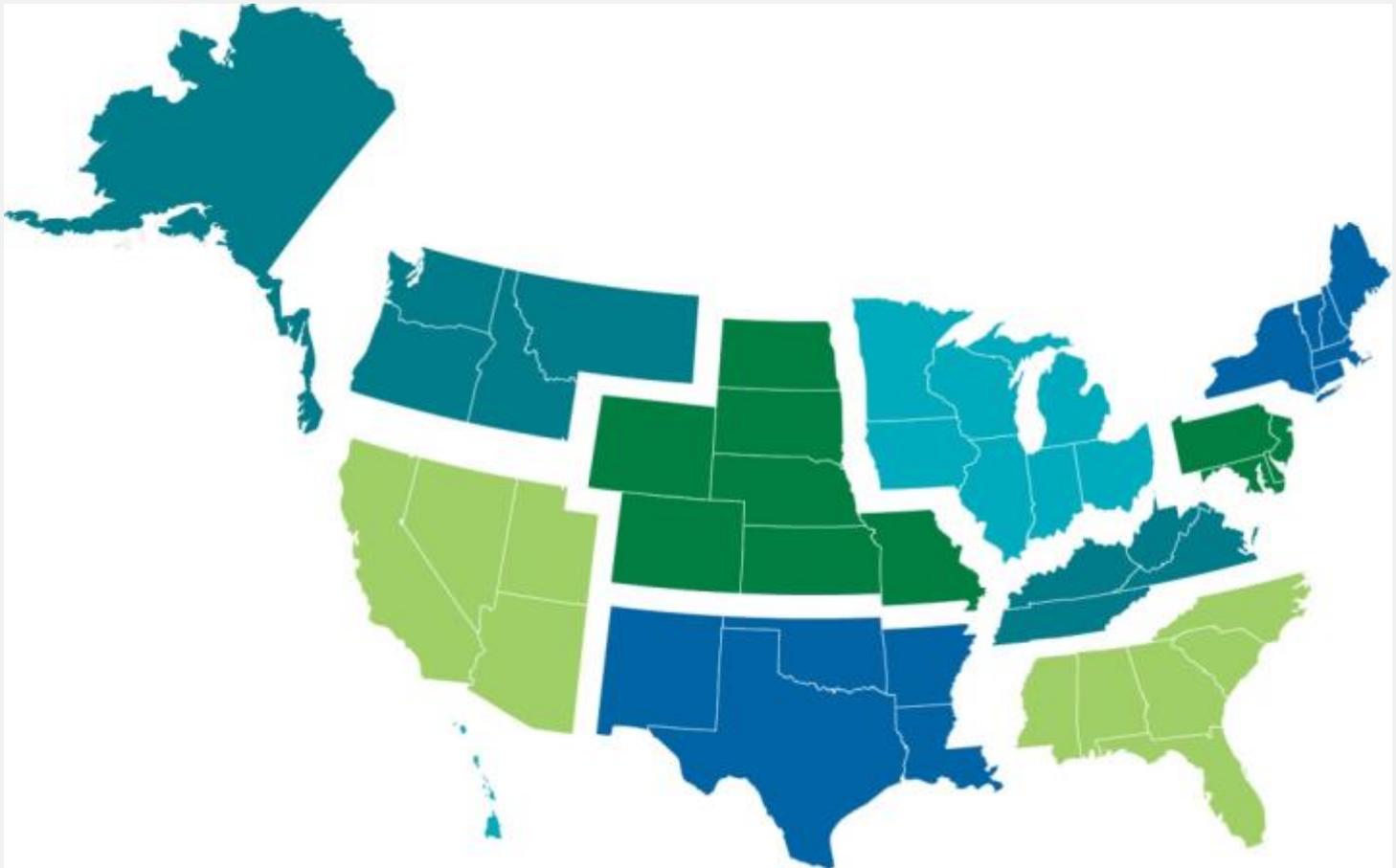
EWS 101:

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?

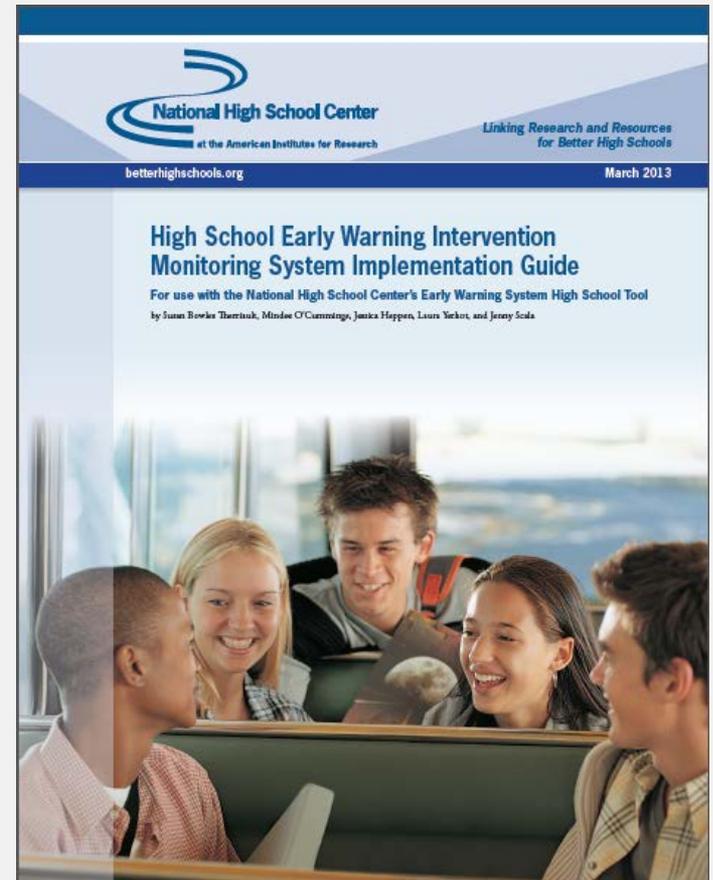


The Learning Series on Early Warning Systems is a coordinated set of technical assistance activities conducted by the 10 Regional Educational Laboratories.

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>

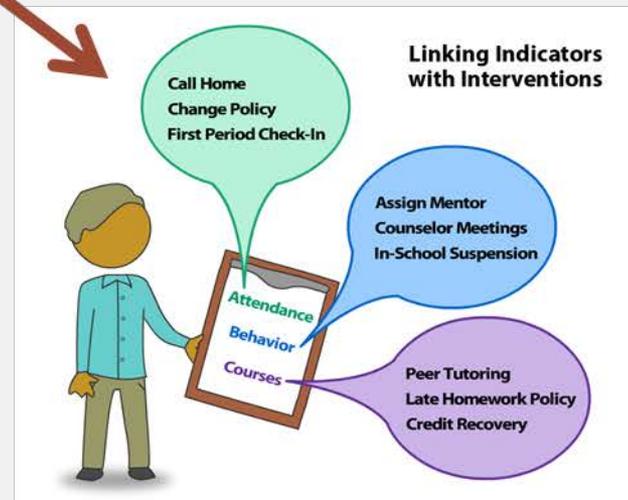
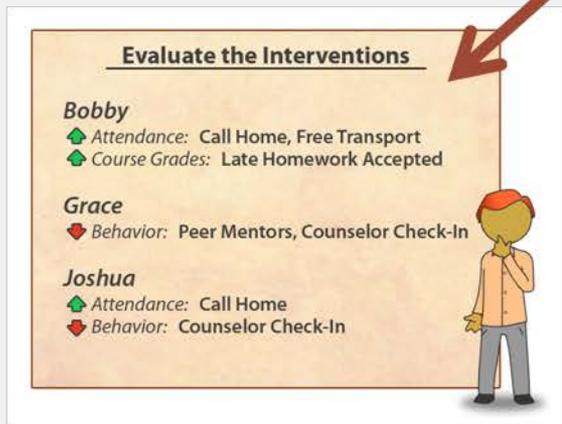
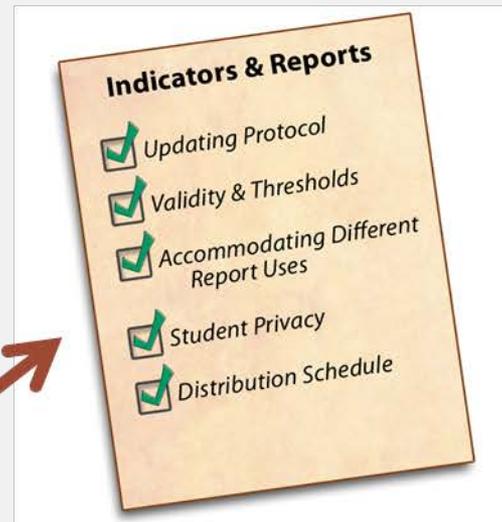
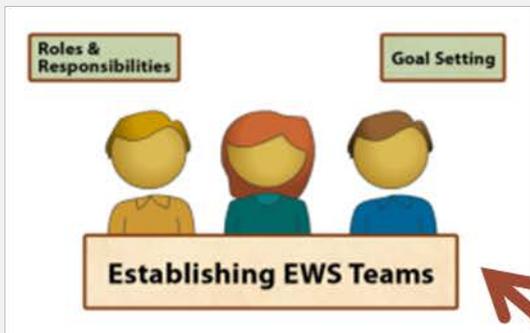


A Practitioner's Guide to Implementing Early Warning Systems

- 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/regional/northwest/pdf/REL_2015056.pdf



Early Warning System Implementation



Presenters



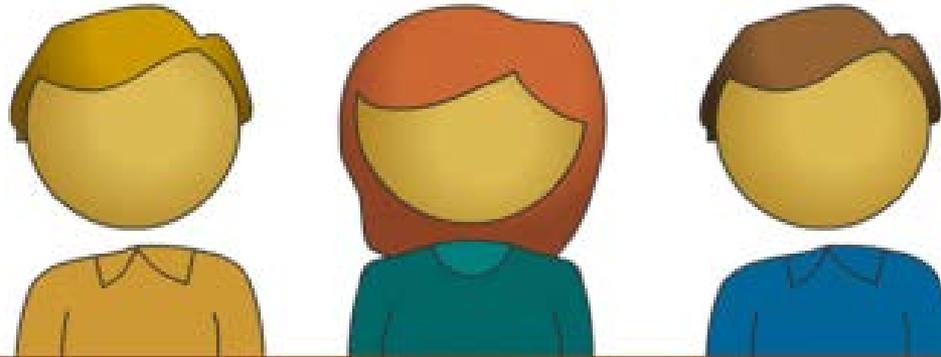
Jenny Scala, American Institutes for Research



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:

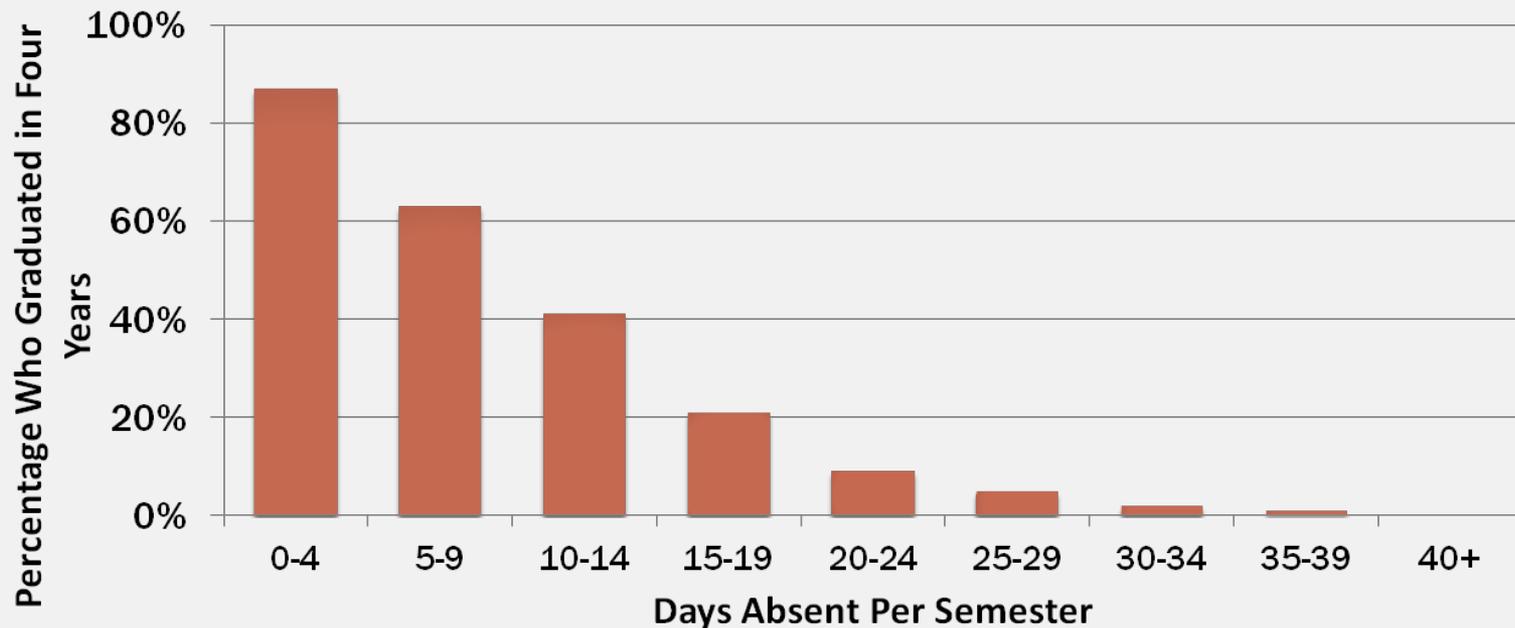
- Attendance
- Course performance, especially the number of Fs
- Grade point average (GPA)
- Disciplinary incidents

Early warning indicators are symptoms, not causes

High school graduation outcome

High-yield indicators: High school attendance

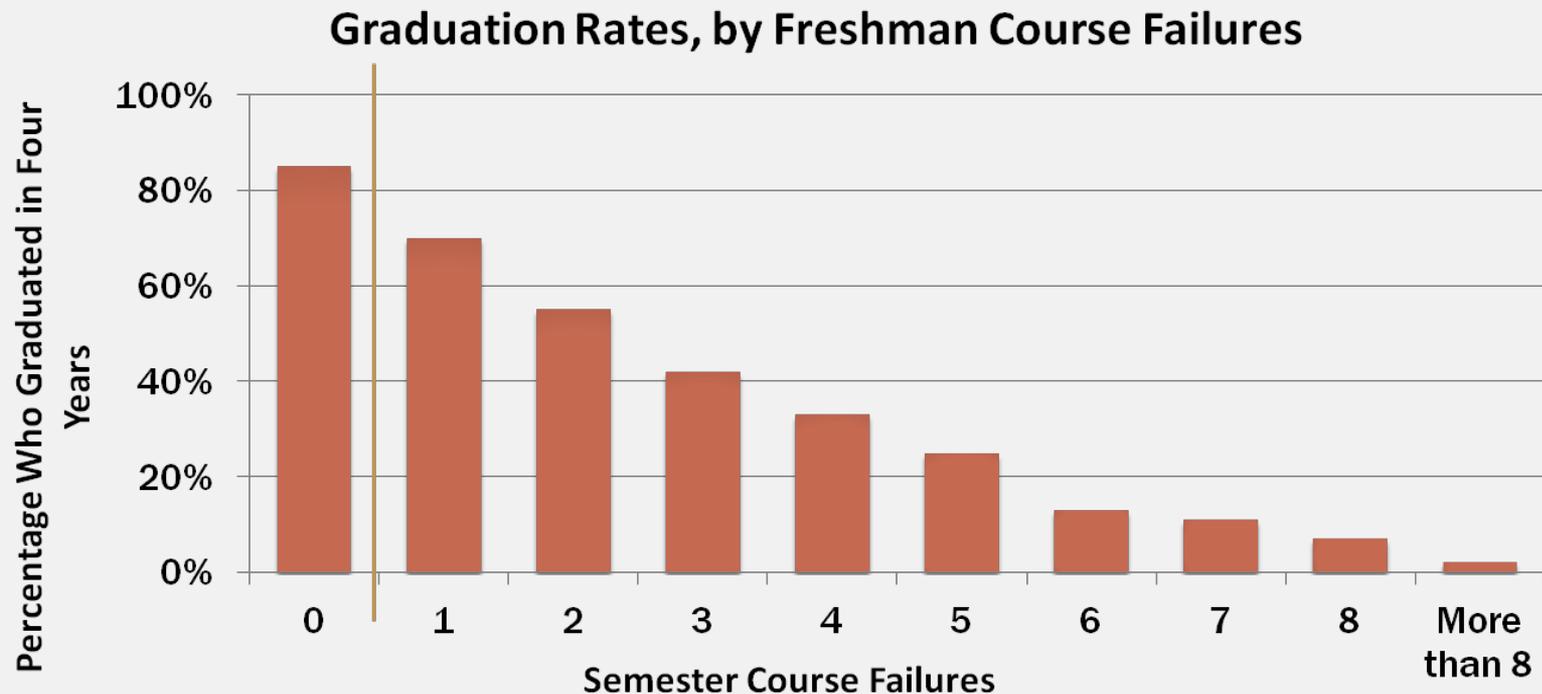
Graduation Rates, by Freshman Absences



Source: Allensworth and Easton, 2007

High school graduation outcome

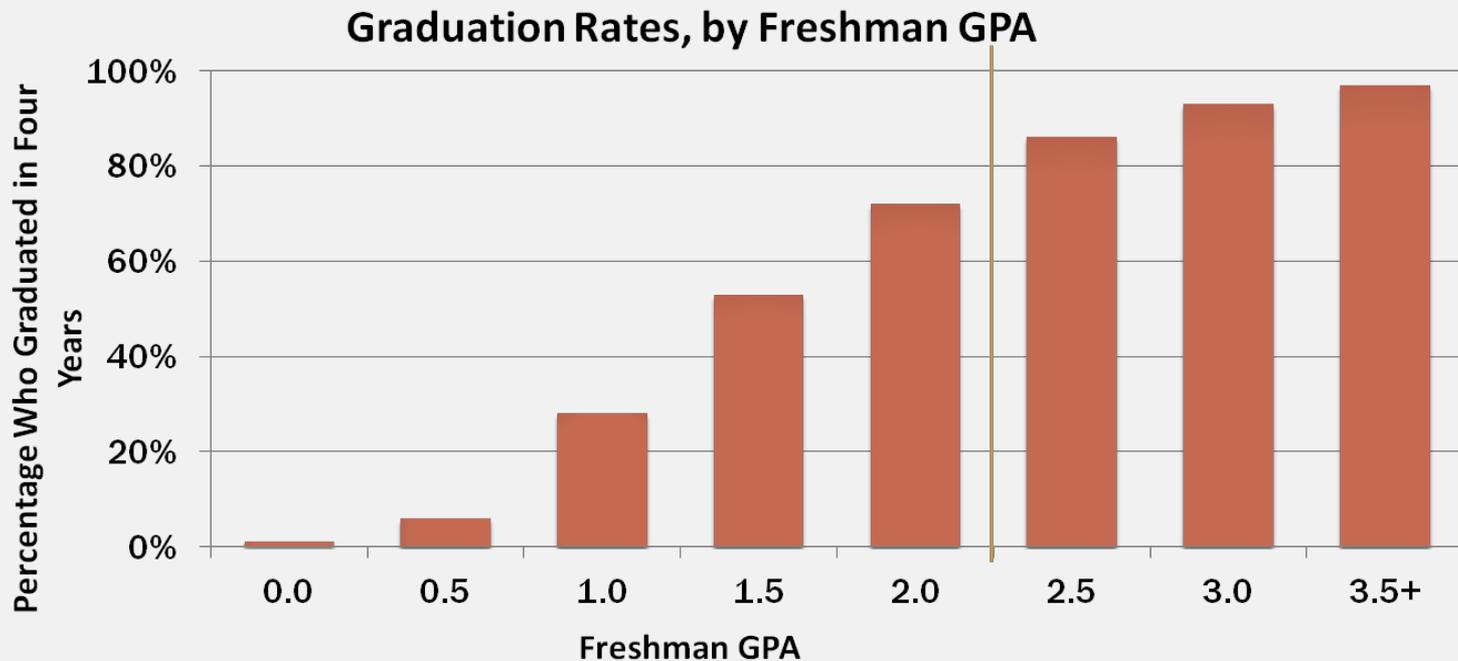
High-yield indicators: Grade 9 course failures



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
Incoming Indicator	Previous year EWS tool exit indicators or locally validated indicators of risk	Previous year EWS tool exit indicators or locally validated indicators of risk
Attendance	Missed 20 percent or more of instructional time	Missed 10 percent or more of instructional time
Course Performance	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)
Behavior	Locally validated thresholds	Locally validated thresholds
End-of-Year Indicator	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:

Personal Information				Trimester_1						Trimester_2			
Student ID	First	Last	Grade	Incoming Flag	Initial Attendance	Absence Rate	# of Course Fails	GPA	Behavior	Absence Rate	# of Course Fails	GPA	Behavior
1212201	Gilda	Radner	9	Yes	No	No	Yes	No	No	No	Yes	--	No
1212202	Tina	Fey	9	No	No	No	Yes	No	No	No	Yes	--	No
1212203	Amy	Poehler	9	No	No	No	Yes	No	No	No	Yes	--	No
1212204	Sarah	Silverman	9	Yes	No	No	No	No	No	No	No	--	No
1212205	Kristen	Wiig	9	Yes	No	No	No	No	No	No	No	--	No
1212206	Maya	Rudolph	9	No	No	No	Yes	Yes	No	No	Yes	--	No
1212207	Ellen	Degener...	9	No	Yes	No	Yes	Yes	No	No	Yes	--	No
1212208	Portia	DeRossi	9	No	Yes	No	Yes	No	No	No	Yes	--	No
1212209	Alia	Shawkat	9	No	No	Yes	Yes	No	No	Yes	Yes	--	No
1212210	Amy	Schumer	9	No	No	No	No	--	--	No	No	--	No



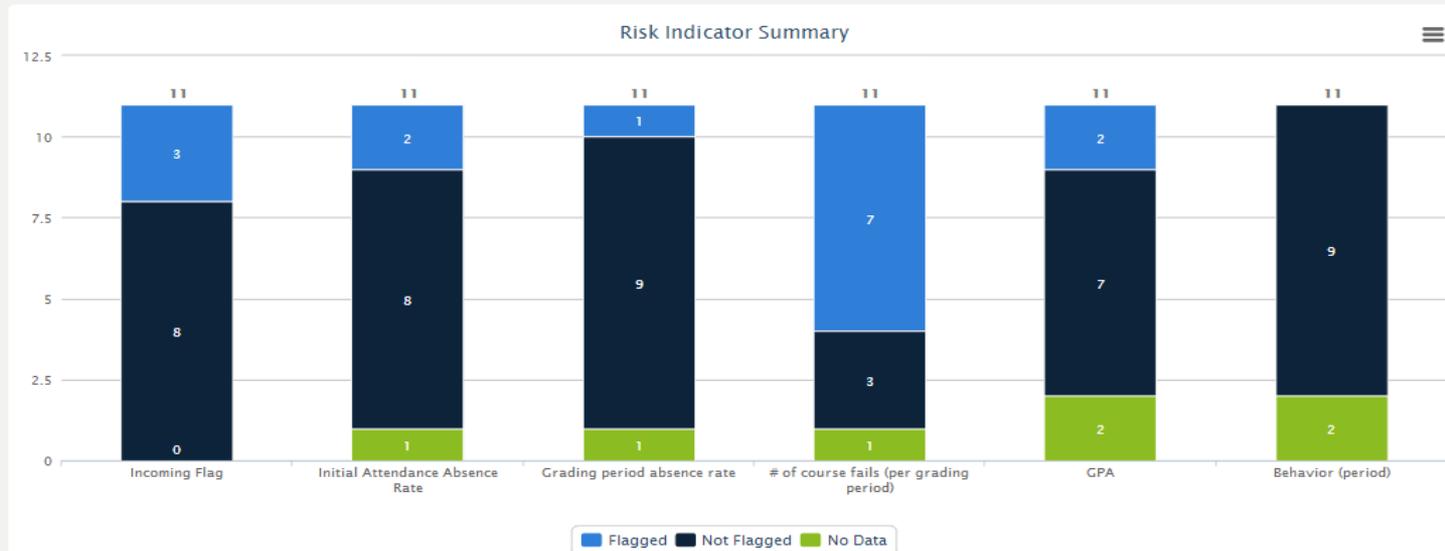
Sample EWS school-level report

School Report: Dblumenthal Test1 School2

* Year: 2016 | * Period: Trimester_1 | Grade: | Disability: | Race/Ethnicity: | Disadvantaged: | ELL: | Custom: | Gender: | Incoming Risk: | Intervention: |

Filter | Clear

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

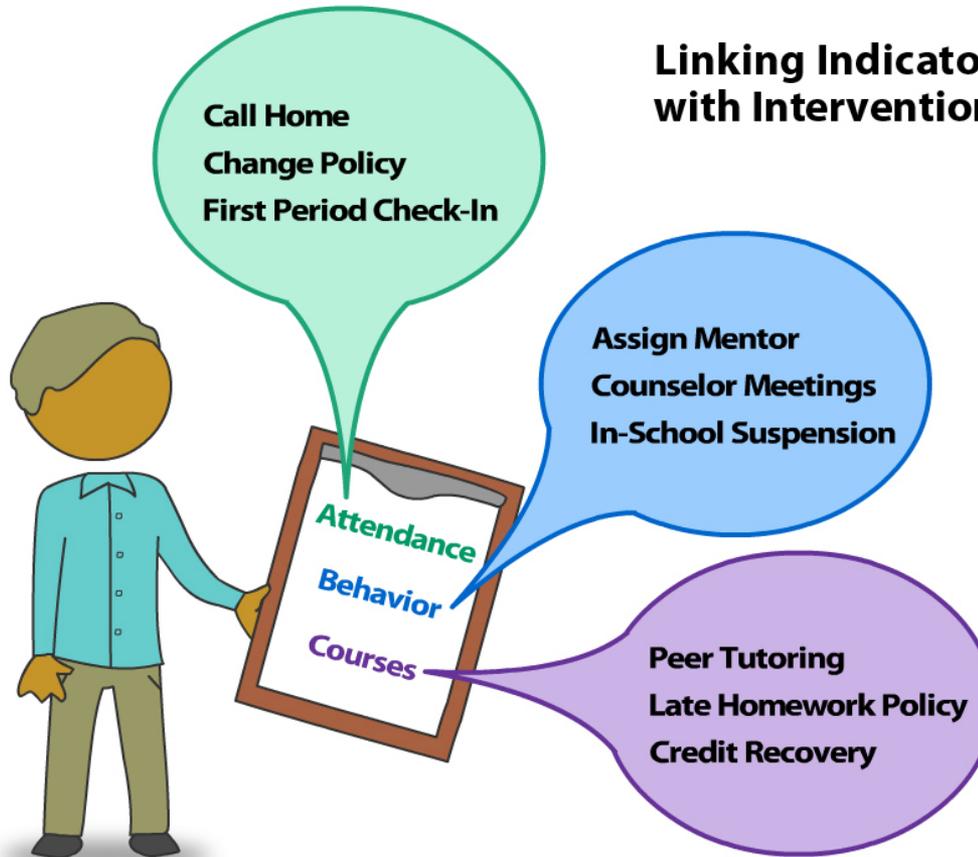


Sarah Frazelle, REL Northwest



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

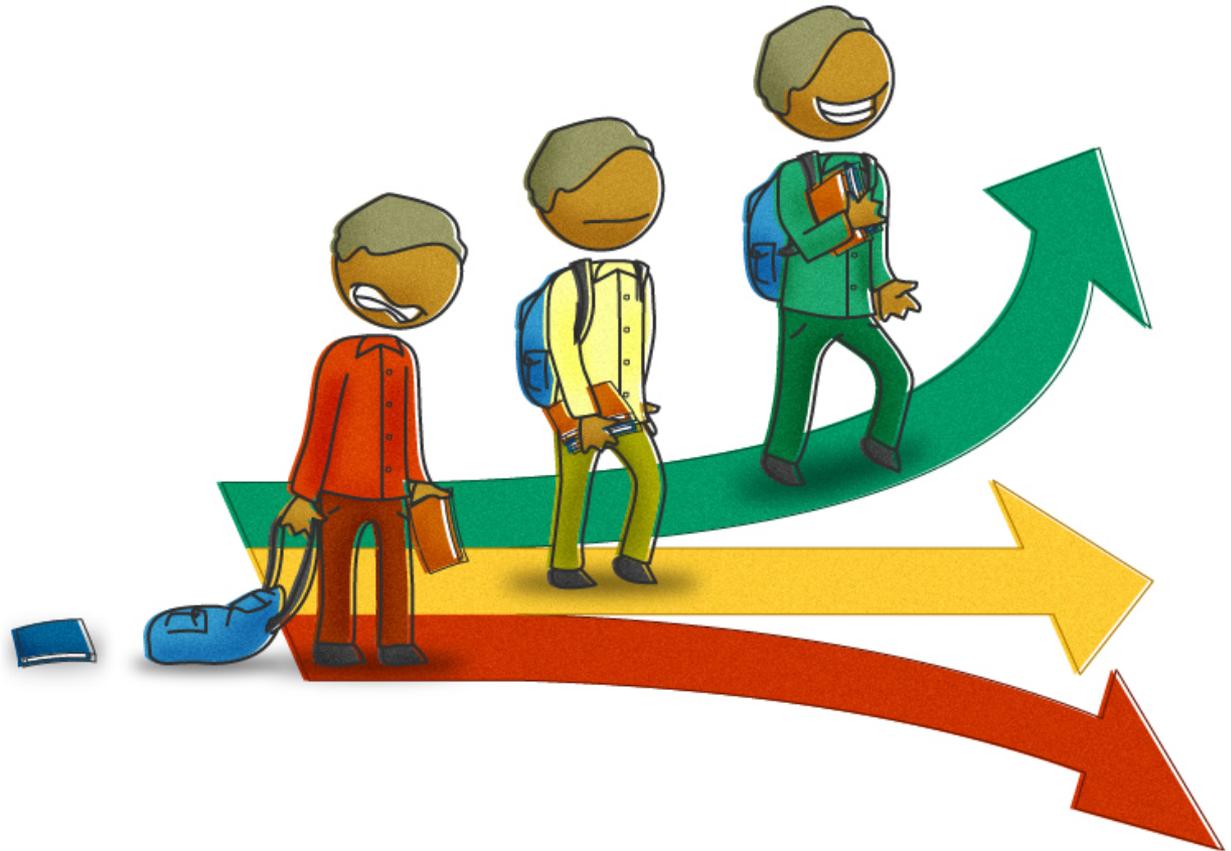
- Step 1: Define an intervention
- Step 2: Identify available interventions
- Step 3: Identify the objective of each intervention
- Step 4: Identify the intervention tier
- Step 5: Identify capacity and ownership

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?

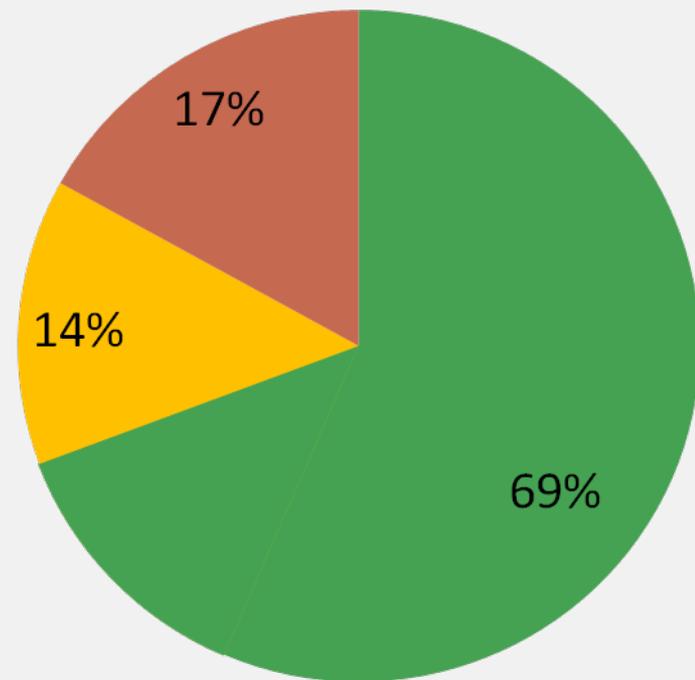
Assessing demand through schoolwide trend analysis

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

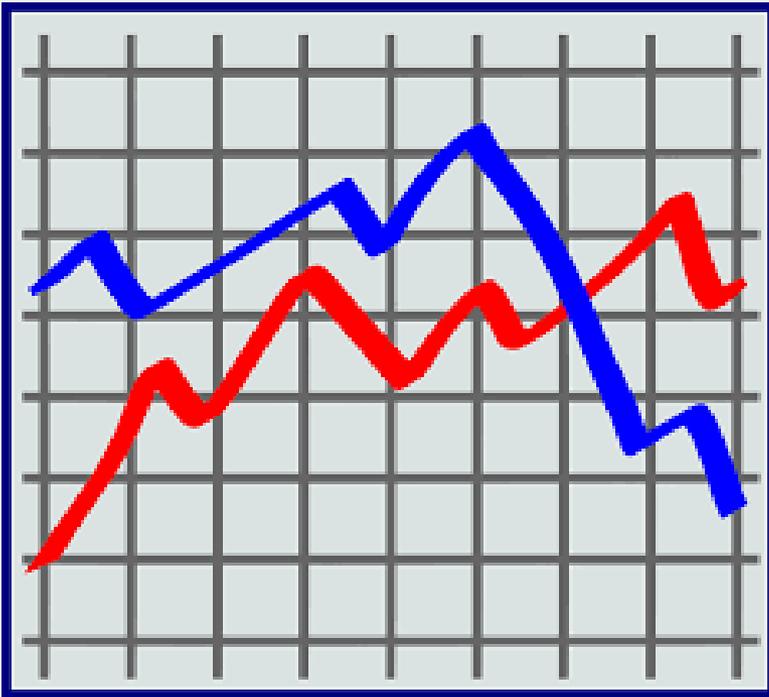
- ↑ Attendance: Call Home
- ↓ Behavior: Counselor Check-In



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

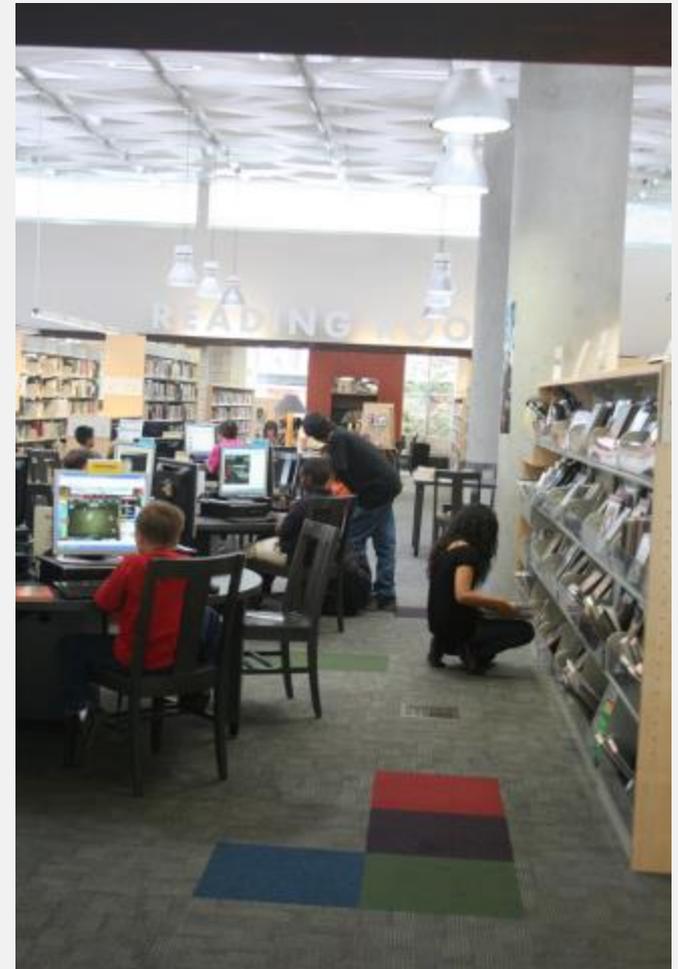
Targeted indicator

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

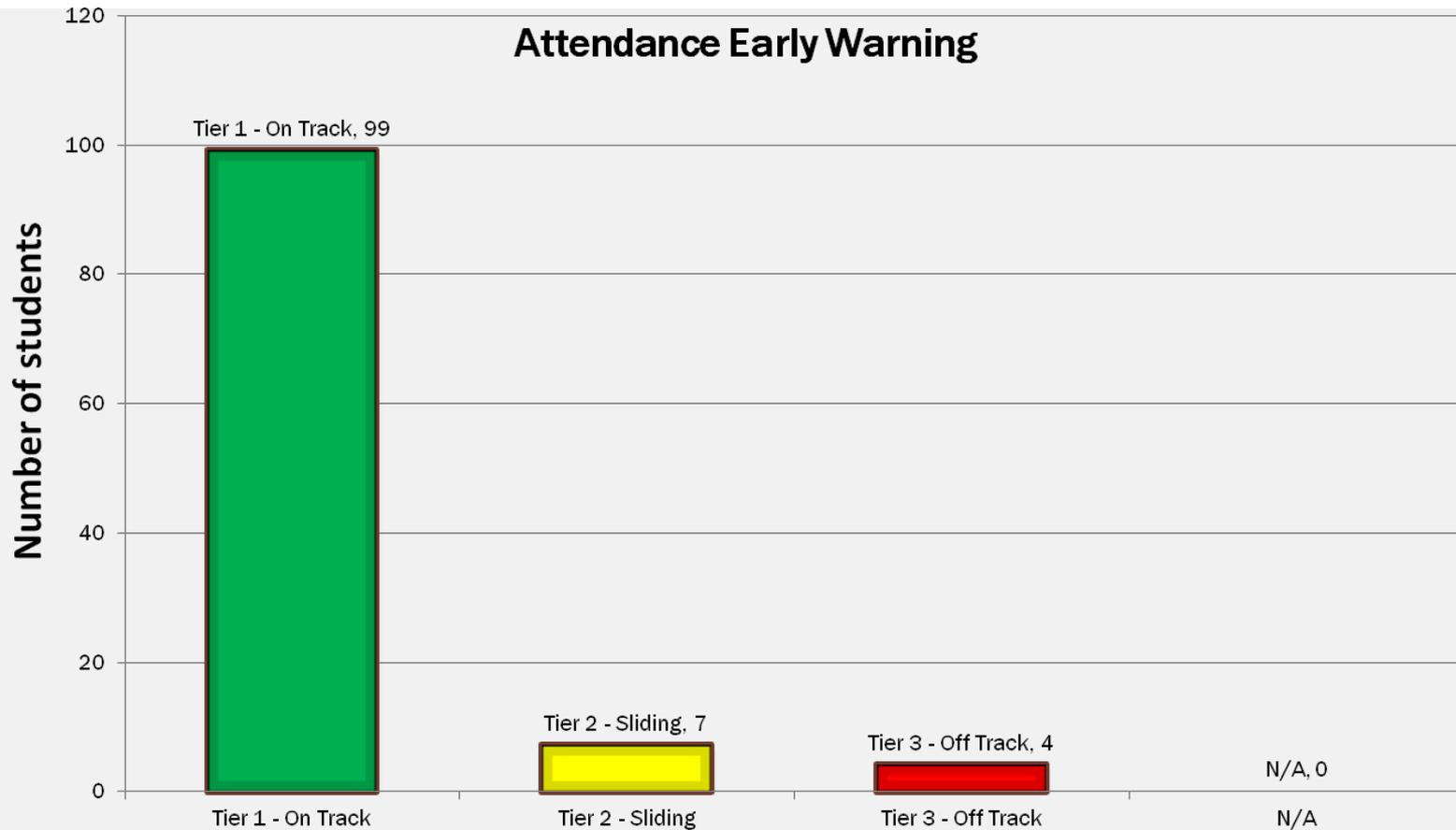
- Comparison Data
- Used at all levels



Example: Secondary EWS report

Acader	Suspensi	Referrals	Behavior	Curr Yr	Days Present B	Attendance %	Attendance	Cum Credits	Cum Credit	Credits Fai	Credits Passing
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%



Questions?

For additional questions email the presenters!

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