Early Warning Systems
What and Where?

Introductions and Welcome!

1. Who is here?

1. What are you hoping to gain from today's presentation?

Objectives:

To…

- Identify the information needed to develop a plan for persistence to graduation.

- Identify the data sources for EWS

Teacher Standards:

#2 Student learning growth and development

Indicator 6 Language, culture, family and knowledge of
community values

#6 Effective Communication

Indicator 4 Technology and media communication tools

#7 Student assessment and Data Analysis

Indicator 5 Communication of student progress monitoring records

Indicator 6 Collaborative data analysis

Purpose:

The Missouri Systemic Transition Model is designed to use the Early Warning Systems (EWS) as the umbrella for **determining transition services for ALL** students. It looks at several areas of student's school progress to determine what areas might be a **barrier to graduation**.

Identified areas list **specific evidence-based interventions** available to teachers, buildings or districts to affect students moving through the transition process. The use of these interventions by a collaborative team of educators can make **positive impacts on students.**

WHAT WE KNOW IS...

The act of leaving school is a process, not an event.

Why Do Students Exit?

What are some of the reasons for students exit early?

Individually, take 2 minutes to make a list of reasons students say

WHY they exit before graduating.

At your table, share your reasons and make a composite list of

reasons student reasons for exiting before graduating. (use the sticky

notes provided)

Student

School

Life Course Changes

Transition: New Level of Schooling

Reasons students leave

Inadequate Preparation

HS Organization & Climate

Student   School

Life Course Changes

- Greater autonomy (less parental supervision)
- Increased peer influence
- Attraction to risky behaviors
- *May lead to decreasing attendance, vulnerability, academic difficulty*

Transition: New Level of Schooling

- New school/new rules
- New social relationships
- New practices (credits)
- *May lead to weaker attendance, behavior problems, poor course grades*

**4 Reasons Students Dropout
From Ruth Neild**

Inadequate Preparation

- Unprepared academically (reading and math)
- Inadequately challenged (learned to "get by")
- Misconceptions about diligence for credits
- *May lead to truancy, overwhelmed academically, withdrawal*
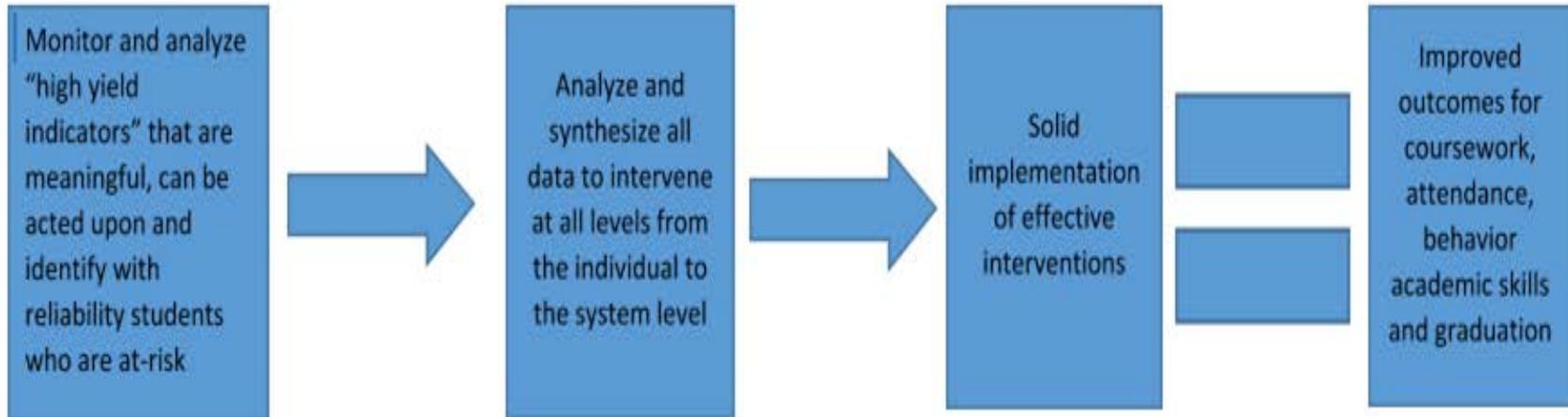
HS Organization & Climate

- Bureaucratically organized
- Teachers' allegiance to subject-matter departments
- Classmates & teachers change each period
- No one shepherds student
- *May lead to sense of anonymity, alienation, lack of community (attendance, behavior, course challenges)*

How Can We Prevent Students From Exiting School Early?

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

Schools that adopt and use Early Warning Signs (EWS)

Monitor and analyze "high yield indicators" that are meaningful, can be acted upon and identify with reliability students who are at-risk

→

Analyze and synthesize all data to intervene at all levels from the individual to the system level

→

Solid implementation of effective interventions

=

Improved outcomes for coursework, attendance, behavior academic skills and graduation

Pennsylvania SSIP Coherent Strategies: Early Warning Systems

Three Key Data Components

Data indicates that **three key components** are guiding forces when identifying students who are at-risk of exiting school.
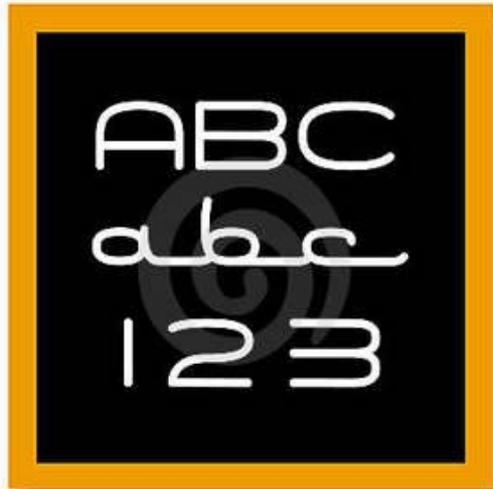
High Yield Indicators

Also Known as the ABCs

Attendance
Behavior
Course proficiency

Frazaelle and Nagel, REL Jan. 2015, p. 7
A practitioner's guide to implementing early warning systems.
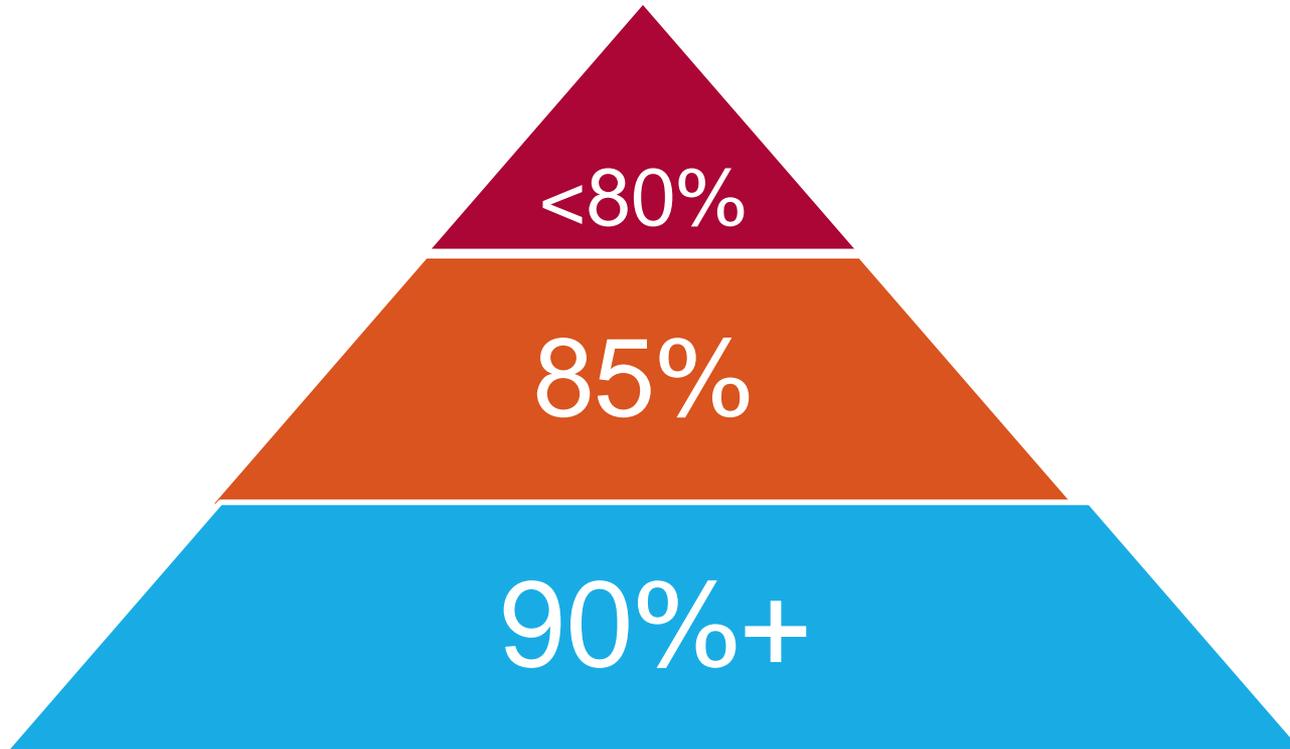
A Attendance

What does the research say?
If students miss **two days in first full month** of school,
they are 65% more likely to have problems with chronic absenteeism.

What data sources are helpful?
Daily attendance

Attendance Flags

B Behavior

- **What does the research say?**

    A key metric to review, but difficult to establish specific flags because of variation in data collection.

- **What data sources are helpful?**

    Office disciplinary referrals that impact 80/85/90% attendance.

    Suspension and expulsion events that impact course
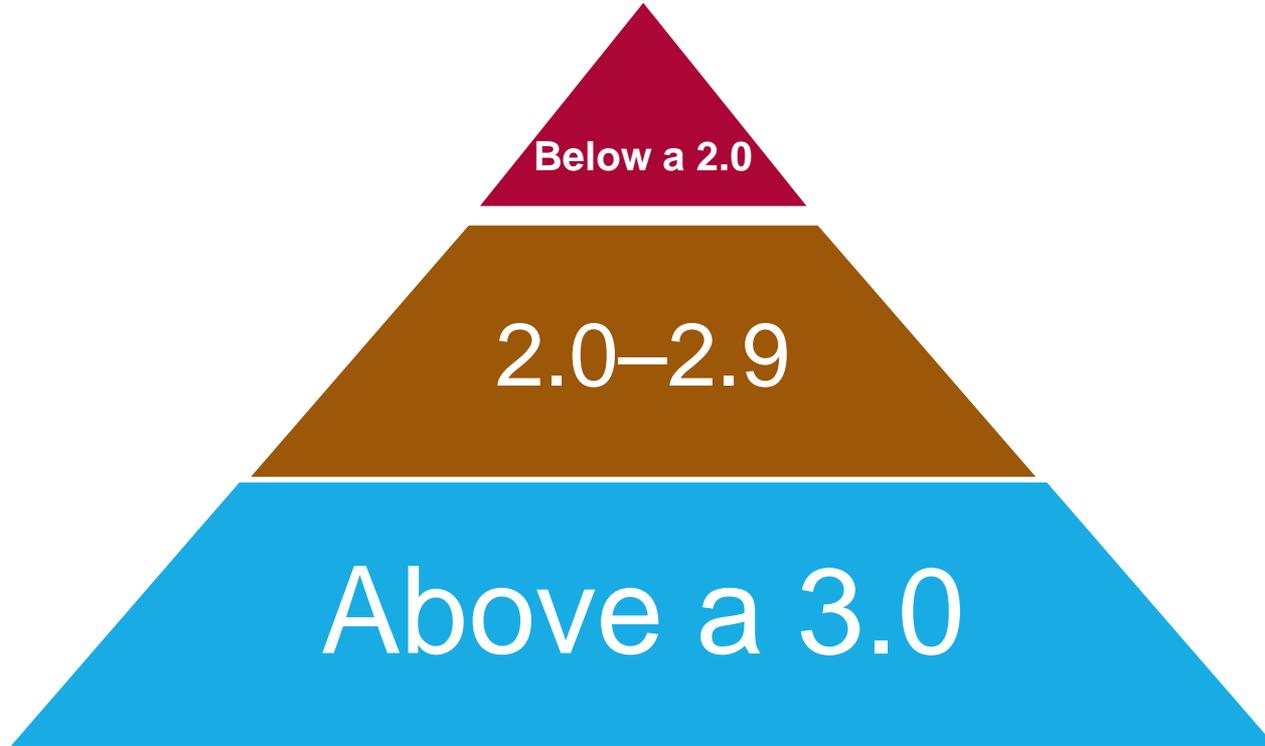
Office Disciplinary Referral Flags
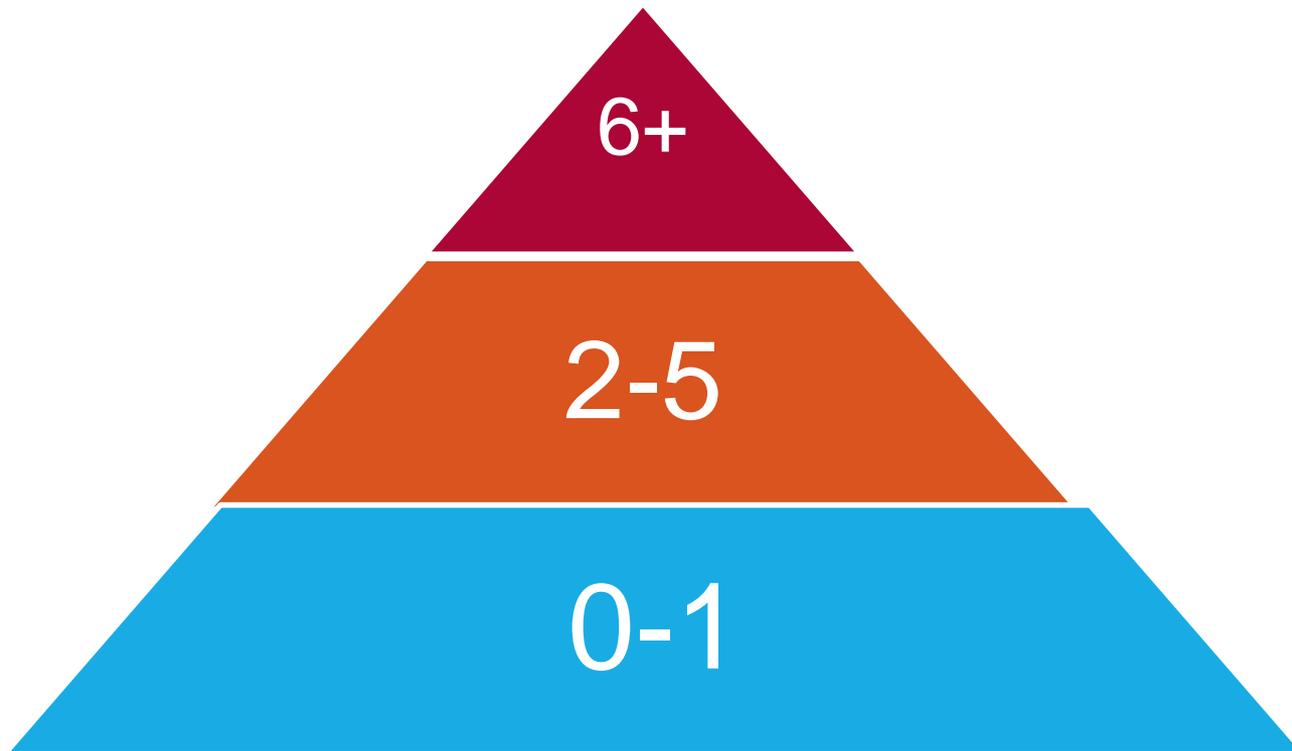
C Course Proficiency

- **What does the research say?**
  - GPA and course proficiency are key data points

- **What data sources are helpful?**
  - GPA (2.0 GPA on a 4.0 scale)
  - Course proficiency (1+ in the first marking period)
  - Elective course fails (1+ in the first marking period)
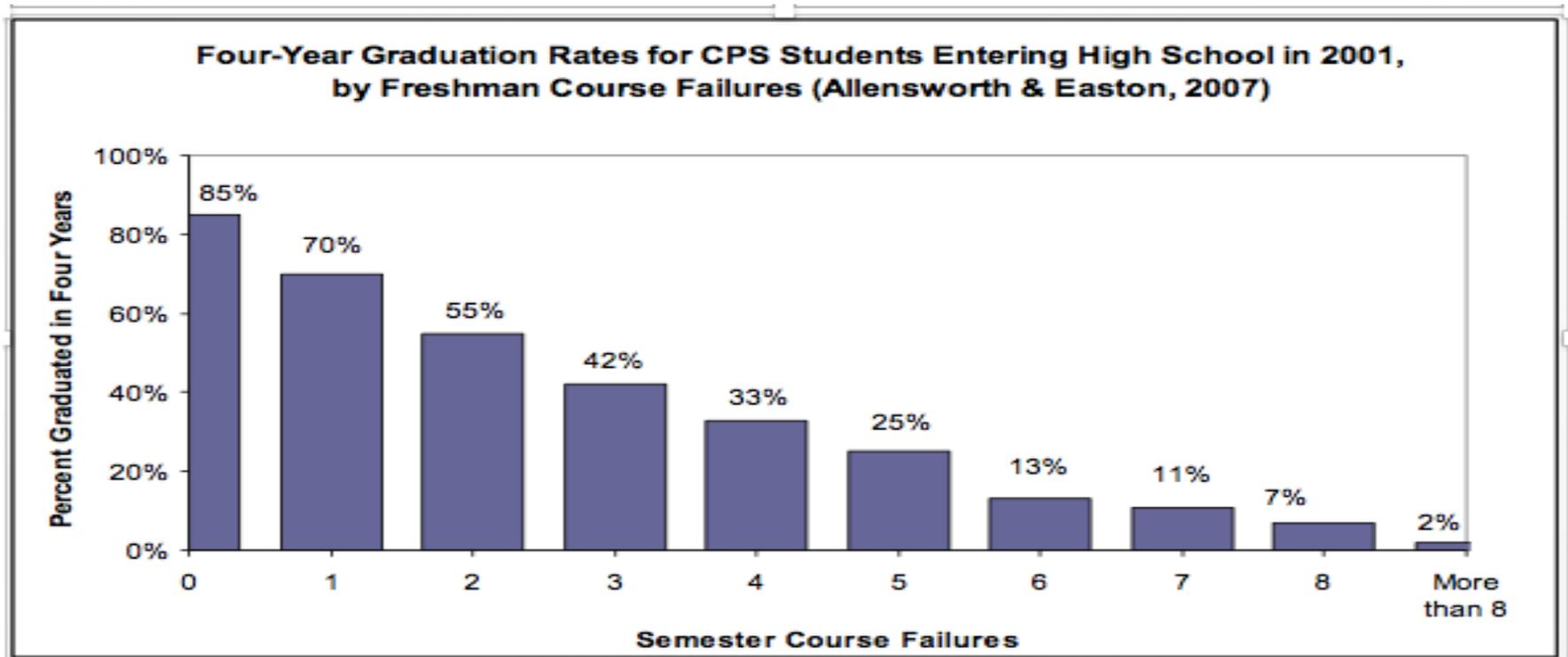 - Age/credit discrepancy

GPA (on a 4 point scale)

Below a 2.0

2.0–2.9

Above a 3.0

"High-Yield" Academic Indicators:

Course Failures

Four-Year Graduation Rates for CPS Students Entering High School in 2001, by Freshman Course Failures (Allensworth & Easton, 2007)
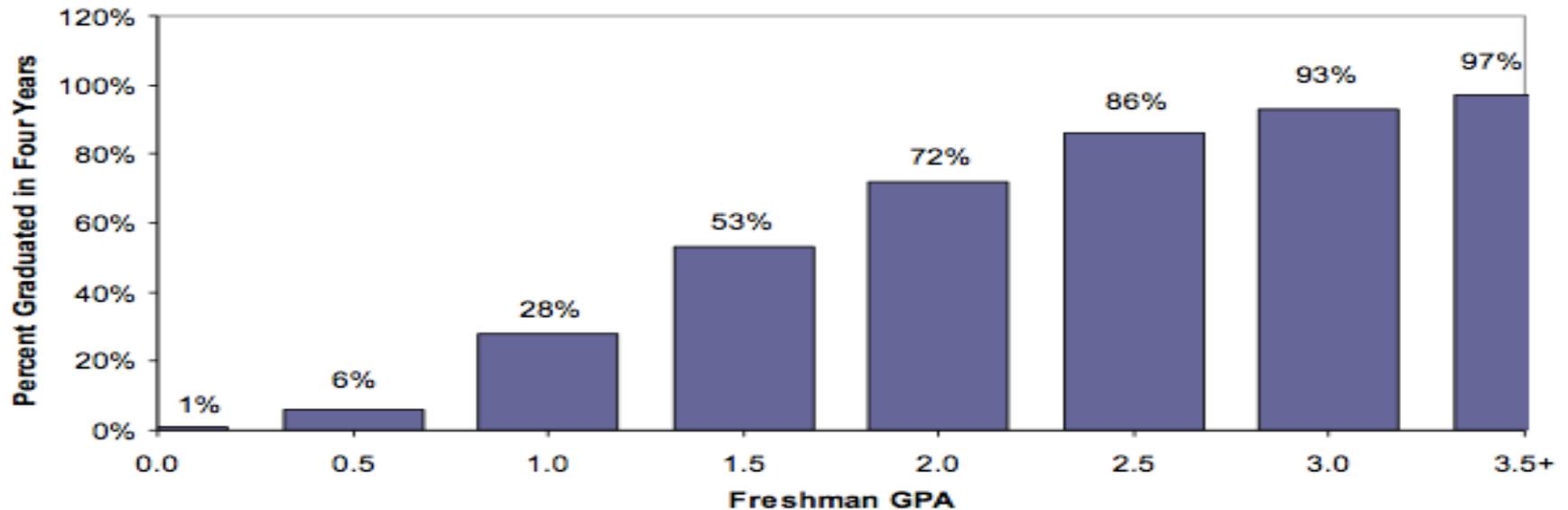
"High-Yield" Academic Indicators:
GPA

Four-Year Graduation Rates for CPS Students Entering High School in 2001, by Freshman GPA (Allensworth & Easton, 2007)

"High Yield" 9th Grade: Indicators

Indicators	Benchmark (red flag)
Attendance	Missing 20% or more of instructional time
Behavior	6 or more office disciplinary referrals
Course failures	1 or more failed **core** courses
	2 or more failed **elective** courses
GPA	2.0 or lower (on a 4-point scale)
"Off-track"	Fail 1 or more semester core courses, or accumulate fewer credits than the number required for promotion to the 10th grade

ABC's Interact with Each Other

- More current sources of data can be helpful and improve reliability.

- So can looking at attendance, behaviors, and course proficiency together.

Next steps…

Get a team/committee together-identify members and strategic times of transition

Identify and strategize the data

Set up a point system or way to flag students

Begin intervening for success

Closing & Follow-up
? ? Questions ? ?

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
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