Getting to know you...

Chalk Talk – Gallery Walk

Describe how an Early Warning System currently functions in your context?

In what ways might they need to improve to be more effective?
What is the research telling us?
Dropouts can be identified as early as 6th grade

Sixth grade students with one or more of the indicators have only a **10% to 20% chance of graduating** from high school on time or within one year of expected graduation.

Note: Early Warning Indicator graph from Philadelphia research which has been replicated in 10 cities.
Robert Balfanz and Liza Herzog, Center for Social Organization of Schools at Johns Hopkins University; Philadelphia Education Fund
Los Angeles Course Failure

What Factors Predict High School Graduation in the Los Angeles Unified School District?

Silver, D., Saunders, M. (University of California, Los Angeles), Zarate, E. (University of California, Irvine)

* Graduation rates in this report refer to first-time 9th graders in September, 2001 who graduated by June, 2005.
Success Factors – The A,B,Cs

• A study in Chicago has shown that GPA is the strongest predictor of college graduation.
  • More than 60% of students who graduated with a 3.6 GPA or higher completed a four-year degree within six years compared to slightly more than a quarter with GPAs between 2.6 and 3.0
    • *Consortium on Chicago School Research, 2006

• **Good News:** Students are resilient and usually signal before dropping out.

• Students usually start with one indicator and develop more indicators over time.
Core Ideas of Early Warning Systems

1. To graduate, college- and career-ready, students need to successfully navigate several key transitions and acquire a set of academic behaviors - they need to learn how to succeed at school.

2. Students signal that they are on- or off-track toward these outcomes through their behaviors.
3. Early Warning Indicators makes it possible to identify when students begin to fall off-track, and provide time to intervene and alter their trajectory through school and beyond.

4. Using EWS, schools can be organized to apply school-wide preventative, targeted and intensive interventions until students are on-track.
Early Warning Systems - Indicators

**Off-track**
- Research based
- Need Intervention
  - Probability
  - Majority of Students

**Sliding**

**On-Track**
Research Takeaways - Attendance

• **Students who are missing 10% or more of school need intervention.**

• But it is the students who miss 5 or fewer days in the year who thrive.

• Attention should be paid to students who miss more than 5 days but less than 10%.

<table>
<thead>
<tr>
<th>Tracking</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-Track</td>
<td>Less Than 90%</td>
</tr>
<tr>
<td>On-Track</td>
<td>Greater Than 90%</td>
</tr>
<tr>
<td>College Ready</td>
<td>Greater Than 95%</td>
</tr>
</tbody>
</table>
Research Takeaways - Behavior

• Students with sustained mild misbehavior fall off track in larger numbers.

• It is important to track more minor as well as major incidents.

• Students who are suspended once need intervention to make sure they are not suspended again.

<table>
<thead>
<tr>
<th>Tracking</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-Track</td>
<td>1 or More Suspensions And/or Mild Sustained Behavior</td>
</tr>
<tr>
<td>On-Track</td>
<td>No Suspensions</td>
</tr>
</tbody>
</table>
Research Takeaways – Course Performance

• **Course Performance is as important for students’ long-term success as test scores.**

• Students with multiple Ds and Fs seldom graduate.

• Students with B or better averages succeed in college.

<table>
<thead>
<tr>
<th>Tracking</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-Track</td>
<td>Failing ELA and/or Math</td>
</tr>
<tr>
<td>On-Track</td>
<td>Passing ELA and/or Math</td>
</tr>
<tr>
<td>College Ready</td>
<td>B or Better</td>
</tr>
</tbody>
</table>
## Attendance, Behavior, Course Performance

<table>
<thead>
<tr>
<th></th>
<th>Attendance</th>
<th>Behavior</th>
<th>Course Perf.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Off-Track</strong></td>
<td>Less than 90%</td>
<td>1+ suspension and/or mild sustained Behavior</td>
<td>Failing ELA and/or Math</td>
</tr>
<tr>
<td><strong>On-Track</strong></td>
<td>Greater than 90%</td>
<td>No suspensions or mild misbehavior</td>
<td>Passing ELA and/or Math*</td>
</tr>
<tr>
<td><strong>College Ready</strong></td>
<td>Greater than 95%</td>
<td></td>
<td>B or Better</td>
</tr>
</tbody>
</table>

*HS: Any course needed for graduation*
YOUR SCHOOL WILL NEED TO REVIEW STUDENT (A, B, C) DATA TO SET THRESHOLDS FOR ON AND OFF TRACK. **THRESHOLDS MAY NOT BE LOWER THAN RESEARCH FOR ON-TIME HIGH SCHOOL GRADUATION.**
## Early Warning System

**Indicators**
- Reliable and Valid
- Predictive
- Unique information for action

<table>
<thead>
<tr>
<th>0</th>
<th>0</th>
<th>100%</th>
<th>0</th>
<th>C</th>
<th>F</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>97%</td>
<td>0</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>10</td>
<td>0</td>
<td>74%</td>
<td>0</td>
<td>B</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
</tbody>
</table>

**Intervention system**
- Tiered Interventions (Individual, targeted, whole school)
- System for monitoring/follow-up
- Reflective processes

---

Facilitation and Teams

Addressing Chronic Absenteeism — TDS Summer Institute
Lessons Learned

• Use data to create a holistic view of students
• Organize data in multiple, user-friendly versions
• Analyze data with a purpose and determine specific action steps
• Use data as a tool not a weapon
Effective Student Support Systems Combine:

- **Tier 1** - evidence-based whole school/classroom prevention for the ABCs (attendance, behavior and course performance)

- **Tier 2** - targeted problem-solving and moderate intensity supports when prevention does not work

- **Tier 3** – case-managed high-intensity supports for the neediest students
Multi-Tiered Student Support System

Whole School is Organized and Supported to Enable:
- Effective instruction (including teacher professional development connected to the early warning indicators)
- Safe and positive learning climate
- High student engagement (Attend, Behave, Try Hard)
- Collective efficacy and all graduate mission among staff

Extra-Supports Provided:
- At first sign of student need
- To all students who need it (no triage)
- Diagnostic tools insure it’s the right support (e.g. cognitive or socio-emotional)
- Moderate intensity but if needed continuously available

Intensive One on One Supports:
- Driven by needs assessment
- Case managed
- Professionally provided when whole school and moderate intensity supports are not sufficient

Intensity of interventions
Examples of Tier I structure

Attendance: Thanksgiving Break – begins November 24. What might we expect student attendance to be on November 23rd?
Thumb rating – up, down, no change

*If know or strongly suspect this behavior, what can we do to prevent or mitigate against this?*

Crazy Coupon Day!!!
*Or come up with a better name/more relevant to Geckos/GW culture*
Examples of a Tier I structure

Course Performance: Report Card or Progress report conferencing (3 or 4 times a year for each student)
Progress Report Conferences

Each student meets with an adult from the school community to review their recent grades, graduation requirements, need for support and plans for the future.
“The belief is that talking to a trusted-but-objective adult takes the emotion out of the process and helps students focus on what's really holding them back.”

Greg Toppo, USA TODAY
12/4/2006
Recognizing students passing all four courses
Addressing Chronic Absenteeism – TDS Summer Institute

GWHS Student Recovery Contract

Print Student Name: ________________________________
Teacher: ___________________________ Subject ___________________________

We Need to Talk – I Need Your Help!
After receiving my report card, it has come to my attention that I am not reaching my academic potential and can do better. But I know that it is not too late. Could you please let me know a time when we can meet to discuss my grade in your class and what I can do to improve it in the future?

I feel my problem is a result of (check all that apply):

___ My Attendance
___ I Don’t Understand the Material
___ Low Test Scores
___ Not Completing my Homework
___ My Behavior
___ I Need Additional Help
___ Not Completing my Classwork
___ Other ____________________
___ My parent/guardian would also like to attend our meeting.

________________________________________________________
Student Signature Date

Met with Student on _______________   ____________________________________ (Date)

Teacher Signature

Professional Development is provided to guide staff with motivating students and implementing recovery contracts to improve grades.
SHARE A SUCCESSFUL INTERVENTION
YOU HAVE SEEN WORK FOR STUDENTS:
ATTENDANCE
BEHAVIOR
COURSE PERFORMANCE
I. A Clear, Shared, and Identifiable Goal

a) What is the average daily attendance for the past three years for students and for staff? By grade level and/or small learning community?

b) How many students were chronically absent in each of the past three years? By grade level or small learning community?

c) How often will attendance audits be conducted to get a sense of the
<table>
<thead>
<tr>
<th>Attendance</th>
<th>Tier I Whole school</th>
<th>Tier II</th>
<th>Tier III Most Intensive</th>
</tr>
</thead>
</table>
| • Weekly attendance recognition  
• Perfect attendance celebration (monthly)  
• Team competition for attendance | • Check and Connect  
• Wake up calls  
• Buddy System with another student  
• Recognition for improved attendance | • Home visit by counselor  
• Individual contract with student and parent |
| Behavior | • Cardinal Cash (Caught you doing something good)  
• Freshman Seminar lessons  
• Academy meetings  
• Outside Speakers | • Peer Mediation group  
• Daily Behavior contract  
• In-class interventions (seating, pairing, activity) | • PREVENTION – Gang intervention group in the neighborhood  
• Visit one on one with social worker  
• Individual counselor sessions |
How do we organize and respond to the data?
Data Collection with a Purpose

Identify Off-Track Students

Develop an Intervention Plan
### EWI Data

<table>
<thead>
<tr>
<th>Attendance</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Current ADA</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>Current Abs</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

| Behavior          |             |             |
| Total Days        | 3           |             |
| OSS               | 1           |             |

### Course Performance

<table>
<thead>
<tr>
<th>Math</th>
<th>ELA</th>
<th>Science</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>C</td>
<td>A</td>
<td></td>
</tr>
</tbody>
</table>

### Goals and Notes

<table>
<thead>
<tr>
<th>Begin Date</th>
<th>Goal</th>
<th>Intervention</th>
<th>Champion</th>
<th>Freq</th>
<th>Wiks</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/15/2014</td>
<td>Building Student/School Connections</td>
<td>Mentoring</td>
<td>Teacher</td>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>9/15/2014</td>
<td>Improve ELA Proficiency</td>
<td>Focus List in ELA</td>
<td>City Year</td>
<td>W</td>
<td>4</td>
</tr>
<tr>
<td>3/11/2014</td>
<td>Improve Awareness of Behavior</td>
<td>Behavior Contract</td>
<td>Teacher/City Year</td>
<td>D</td>
<td>2</td>
</tr>
<tr>
<td>10/30/2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes**

- **10/30/2014**: EWI Mtg
  - This is where you type in new notes!!!
The Individual Student Intervention Report

A Breakdown of Each Section
Overall Indicators

The chart graph represents a result of students based on their scores in the following categories: Attendance, Behavior, ELA Course Performance, and Math Course Performance. The goal is to have at least 90% of students meet the minimum standards.

Individual Indicator Tracking

- **Attendance**: 68.5 / 91
- **Behavior**: 65.5 / 27
- **ELA Course Performance**: 69 / 136
- **Math Course Performance**: 71.5 / 143

To achieve the goal of having at least 90% of students meet the minimum standards, every effort must be made to ensure that these indicators are met.
How does your team discuss students?

• Has this team discussed a student in the last couple weeks? If so, please share a snapshot of how that conversation starts, progresses, and ends.

• How does your team determine which students to discuss?
EWI Meetings

An interdisciplinary teacher team meeting to coordinate, create, and monitor interventions for students who are exhibiting early warning indicators.
EWS Discussion Protocol

• Identify Student (1 minute)
  • Identifies which off-track behaviors the student is exhibiting
  • Identifies data supporting identification for intervention (from EWS report)

• Team provides information (2 minutes)
  • Team members succinctly (monitor your airtime) provide additional information about why off-track indicators may be present. Team members always begin by sharing strengths the student demonstrates.

• Team members discuss intervention options (3 minutes)
  • Consult resource map
  • Discuss who will champion follow up
  • Determine date for follow-up conversation
  • Determine communication with family
4 Diagnostic Questions To Consider for Students Who Are Failing Courses

1. Are they regularly attending school? If not, why not?
2. Are they able to focus on schoolwork in school?
3. Are they productively persistent, i.e. trying in an effective manner?
4. Do they connect school effort to life success?
Listen for and be prepared to share:

• What evidence of a protocol for individual student conversation did you see or hear?
• Diagnostic questions
• What data does your team use to identify students to discuss?
A few minutes of an EWI meeting
Listen for and be prepared to share:

• What evidence of a protocol for individual student conversation did you see or hear?
• Diagnostic questions
• What data does your team use to identify students to discuss?
• ?
What’s next?
Process to build an Early Warning System

1) Share research base and rationale for EWS with all staff. Multiple, varied venues.

2) Gather, analyze and review current (and if possible last year) A, B, C data at your school.
   - Explore and adopt a specific data analysis protocol.

3) Determine thresholds for on track, off track and sliding for A, B, and C.

4) Build a resource/intervention map that will be visible during each Early Warning Meeting. This map will be reviewed, revised and updated at least twice a year.

5) Determine if there is a need to develop or seek additional interventions.

6) Populate EWI&I tracker with school data.
Next steps continued

7) Determine roles and rotation of roles for EWI meetings. Practice protocols during team meetings.

8) Hold first EWI meeting using data, assigning interventions and record champions and timeline in tracker.

9) Analyze data for each team and by grade level quarterly to determine if interventions are needed or can be retired.

10) Intervention analysis quarterly – twice a year
Contact Information

Tara Madden – tmadden@tdschools.org