

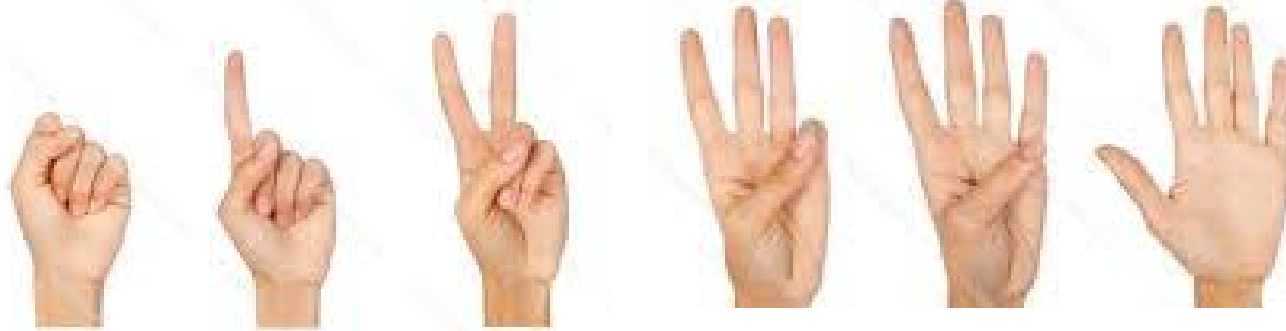
All the Basics of EWS: Early Warning Systems for Beginners

By: Felicia Walker

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Talent Development Secondary (TDS)

Fist to Five

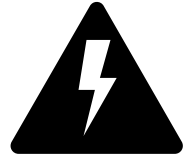


Unfamiliar

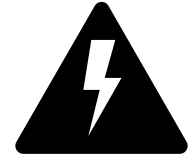
Somewhat Familiar

Very Familiar

**How familiar are you with
Early Warning Systems?**



Early Warning Systems



Early warning systems (EWS) rely on readily available existing data housed at the school to:

- **Predict** which students are at-risk for dropping out of high school or not moving to next level
- Target resources to support off-track students while they are still in school, before they drop out
- **Predict** students who are not performing up to ability or are not college & career ready
- Examine patterns and identify school climate issues

Every student –
regardless of out-of-
school needs, prior
levels of school success,
and current
motivations – needs to
graduate from high
school prepared to

succeed in post-
secondary school and
training.



**This Presents Our
Schools and
Communities With
a Big Challenge**



The best teachers and the best curriculum are not enough.



Students also need to attend school regularly, focus in class, and complete their assignments.



Poverty complicates this and the challenges are significant.



Schools can (and need to) be organized to enable students to attend, behave, and try.

In an Era When
All Students
Need to
Graduate
Prepared for
College and
Career



EWS

A school wide system of teacher teams that utilizes research based predictors (indicators) of student success to coordinate and implement tiered interventions.



Why We Need Early Warning Systems

- There is little work for young adults without a high school degree.
- And almost no work to support a family without some post-secondary schooling or training.
- As a result entire communities are being cut off from participation in American society and a shot at the American Dream.

Show of Fingers



or



Percent of Americans with a high school diploma	85%	93%
Percent of students who repeat 9 th grade that graduate	15%	35%
Percent of crimes in U.S. committed by a high school dropout	53%	75%
Percent of black dropouts that have spent time in prison	90%	60%
Percent of Hispanic dropouts that were due to pregnancy	41%	25%
Percent of U.S. jobs a high school dropout is NOT eligible for	90%	75%
Which group has a higher dropout rate:	Black 9.6%	Hispanic 17.6%

Core Idea of Early Warning Systems

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

Students signal that they are on- or off-track toward these outcomes through their behaviors.

Core Idea of Early Warning Systems

Monitoring Early Warning Indicators makes it possible to **identify** when students are **beginning** to fall off-track, providing time to intervene and alter their trajectory through school.

Schools can be **organized** to systematically apply school-wide, preventative, targeted, and intensive interventions until students are on-track.



**Good Early Warning Systems Combine Accurate
and Useful Indicators with Effective
Multi-Tiered Student Supports (ex. PBIS)**



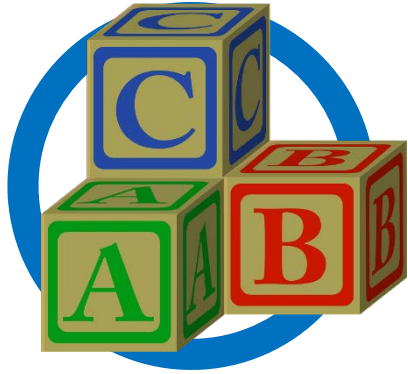
EWS

A school wide system of teacher teams that utilizes research based predictors (indicators) of student success to coordinate and implement tiered interventions.



EWS

research based
predicators (indicators) of
student success



ABCs

Attendance: Showing Up

Behavior: Navigating school rules and Norms

Course Performance: Understand and Do the Work

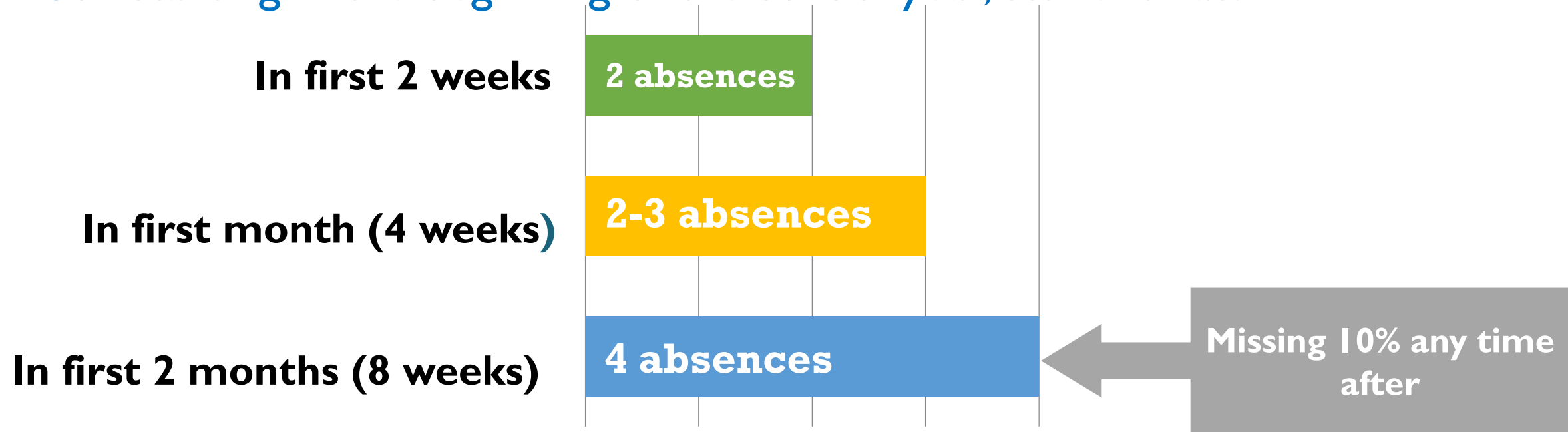
ABC's of Secondary School Success

Early Indicator	On Path to Dropping Out	On Path to College Ready
A ttendance	Miss 18 or more days- 10%	Miss 5 or Fewer
B ehavior	Multiple Suspensions Sustained Mild Misbehavior	Have Self-Management, Regulation, and Advocacy Skills High on Hope
C ourse Performance	F's and D's (Failure often driven by not completing/turning in assignments)	B average

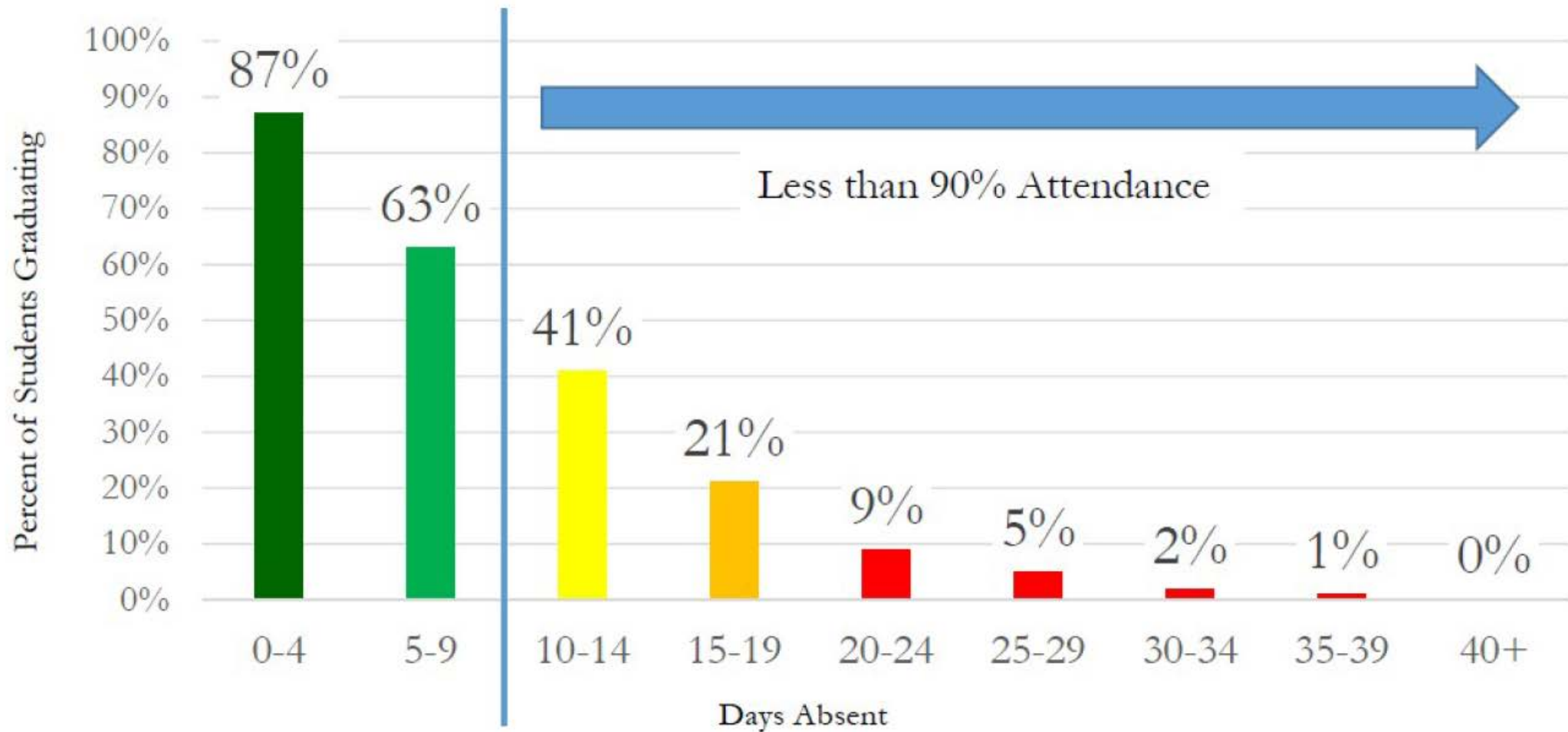
Attendance

Use 10% definition to promote early warning and trigger early outreach

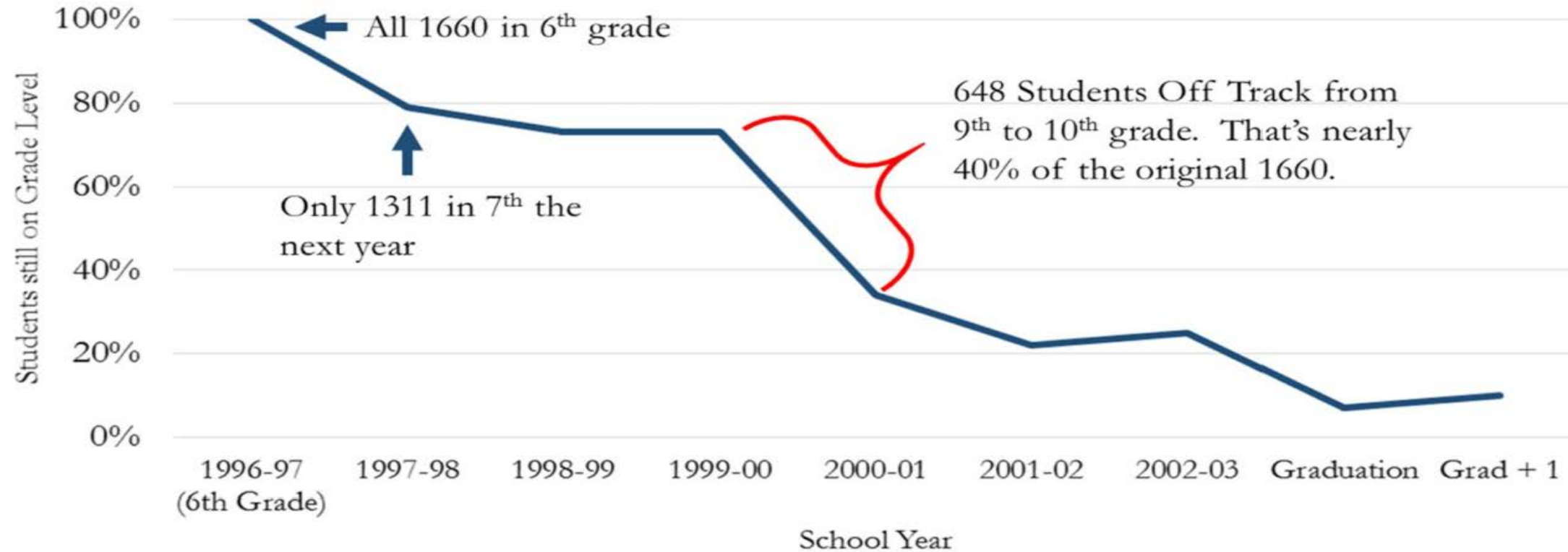
- ✓ Chronic absence (missed 10% or more of school) in the prior year, assuming data is available.
- ✓ And/or starting in the beginning of the school year, student has:



Freshman Graduation by Days Absent



Unsatisfactory Behavior Grade



Students with EWIs Early in the Year

**1st grade,
3rd Marking Period**

Absent 9 or more times
Suspended
Below GL in Math/ELA
GPA below 1.2

2x more likely to drop out
5x more likely to drop out
2x more likely to drop out
2x more likely to drop out

**3rd grade,
1st Marking Period**

Absent 3 or more times
Suspended
Below GL in Math/ELA
GPA below 3.0

2x more likely to drop out
9x more likely to drop out
2x more likely to drop out
2x more likely to drop out

Students with EWIs Early in the Year (1st Quarter)

**6th grade,
1st Marking Period**

Absent 3 or more times
Suspended
D or F in Math/ELA
GPA below 3.0

2x more likely to drop out
3x more likely to drop out
1.5x more likely to drop out
5x more likely to drop out

**9th Grade,
1st Marking Period**

Absent 3 or more times
Suspended
D or F in Math/ELA
GPA below 3.0

3x more likely to drop out
2x more likely to drop out
3x more likely to drop out
5x more likely to drop out

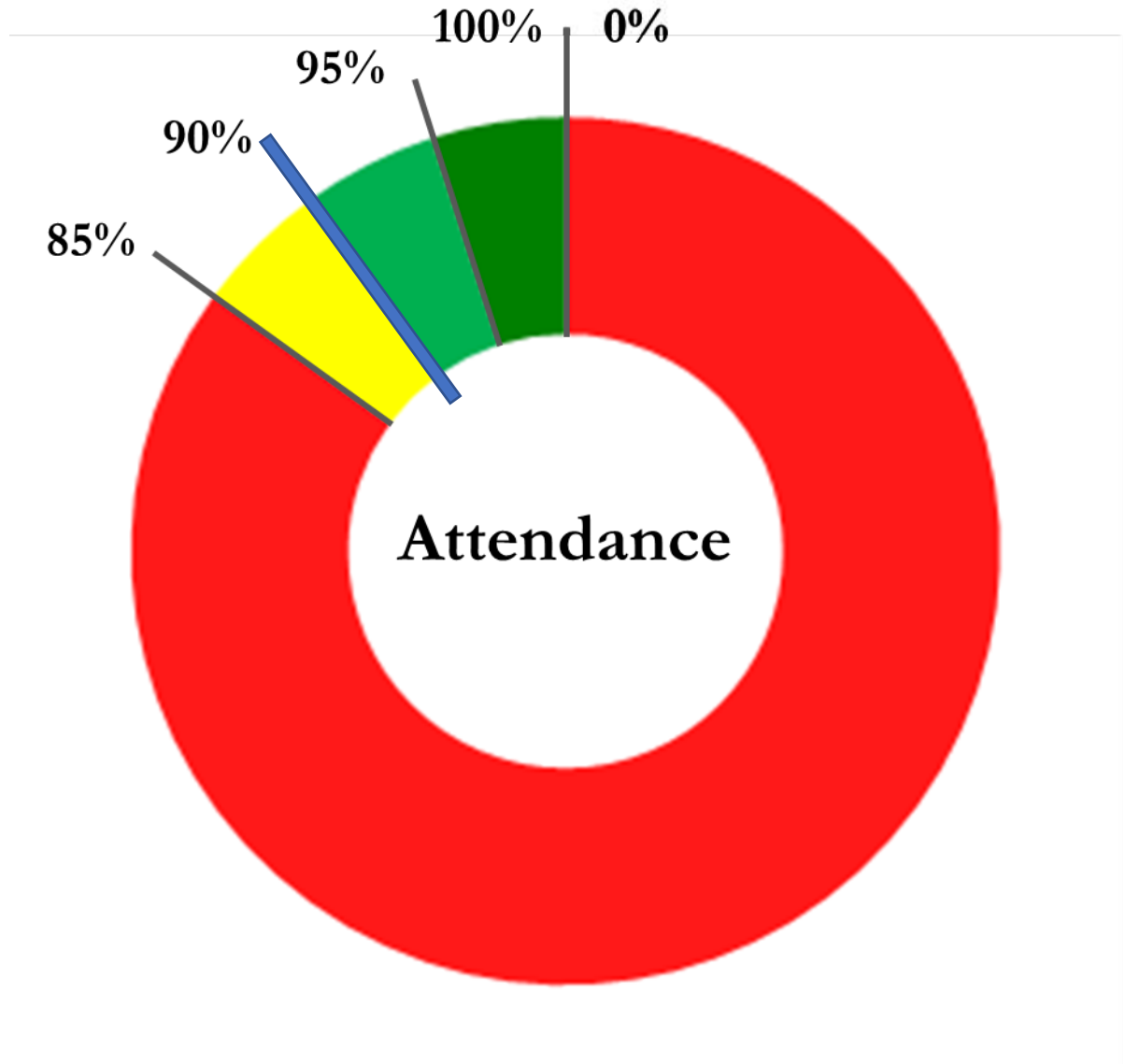
Indicator Yardstick

Early Warning Indicator (EWI)

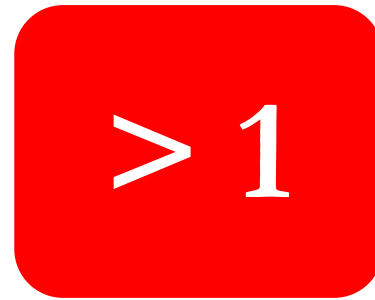
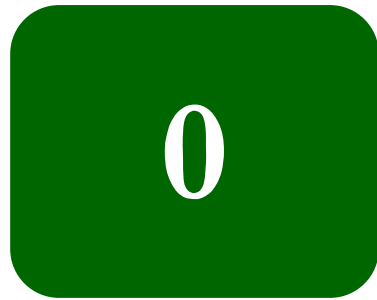
Student is currently unsuccessful in school and, absent intervention, this will most likely result in the student dropping out of school.

College and Career Ready (CCR)

Student is developing a track record of school success that will most likely continue in their postsecondary life.



Behavior



Course Performance

ELA	A	B	C	D	F
Math	A	B	C	D	F
Avg	A	B	C	D	F

I

Reliable
Predictive
Actionable

I



EWS

A school wide system of teacher teams that utilizes research based predictors (indicators) of student success to coordinate and implement tiered interventions.

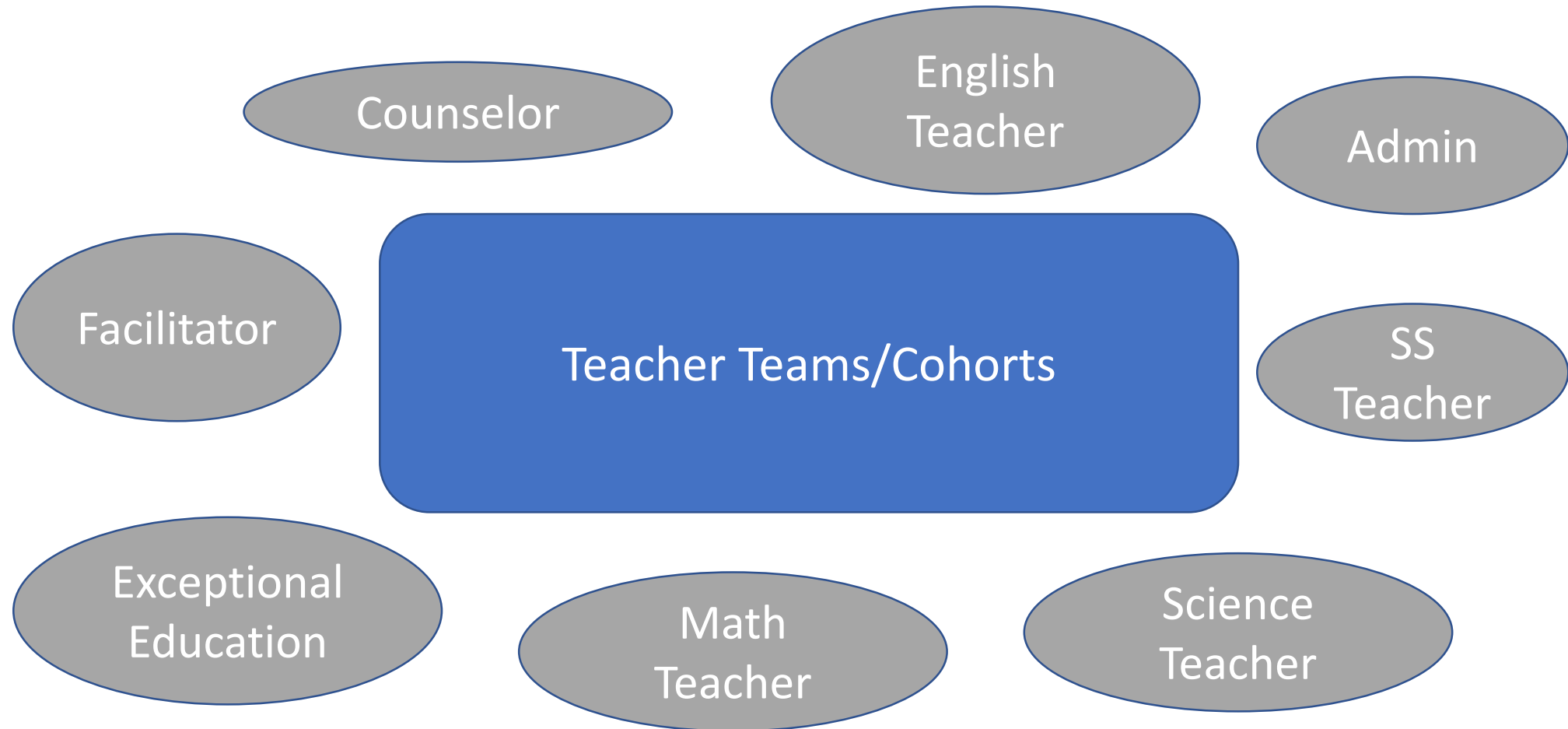


Teams

teacher teams

coordinate and implement

Organizational Structure: Schedule and Teams



How Do We Meet around these Indicators?

**0-20
students**

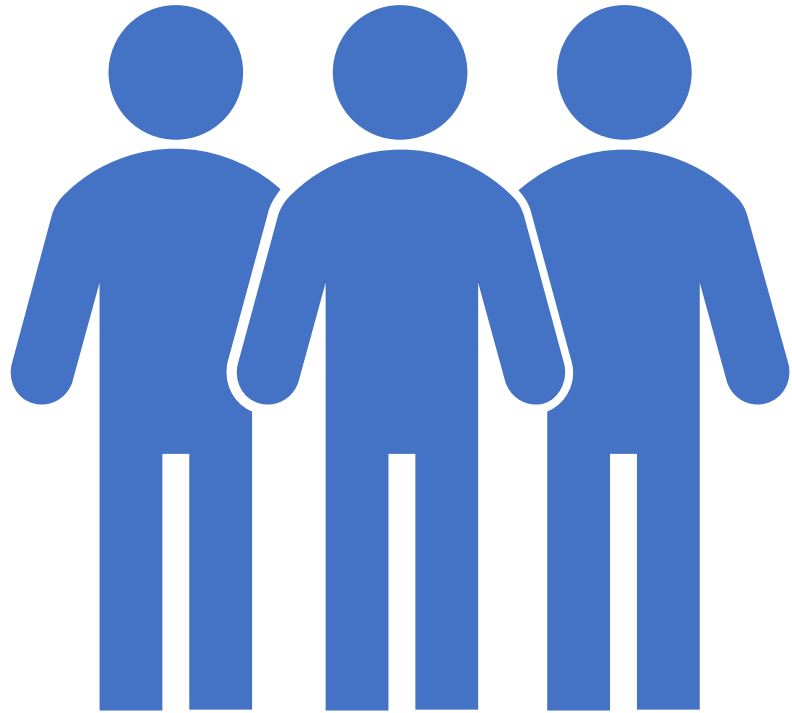
**An individual counselor, social worker, or graduation coach
can lead the effort.**

20-50
students

A dedicated team of staff members acting as a support team
can lead the effort to keep students on track

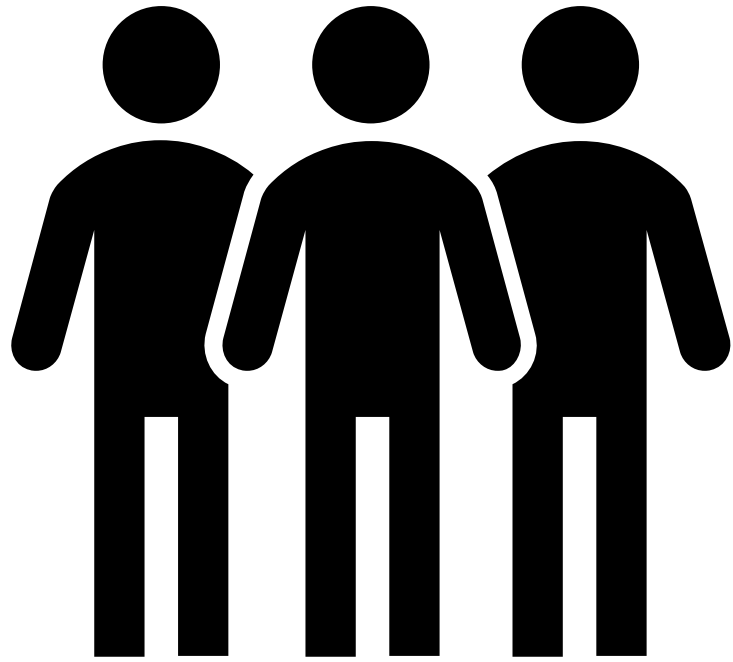
50+

Grade-level or small learning community teacher teams will
need to play a critical role. In some schools, they are
organized and supported by a “graduation” or “EWS” coach.



The Basic Work of the EWS Team

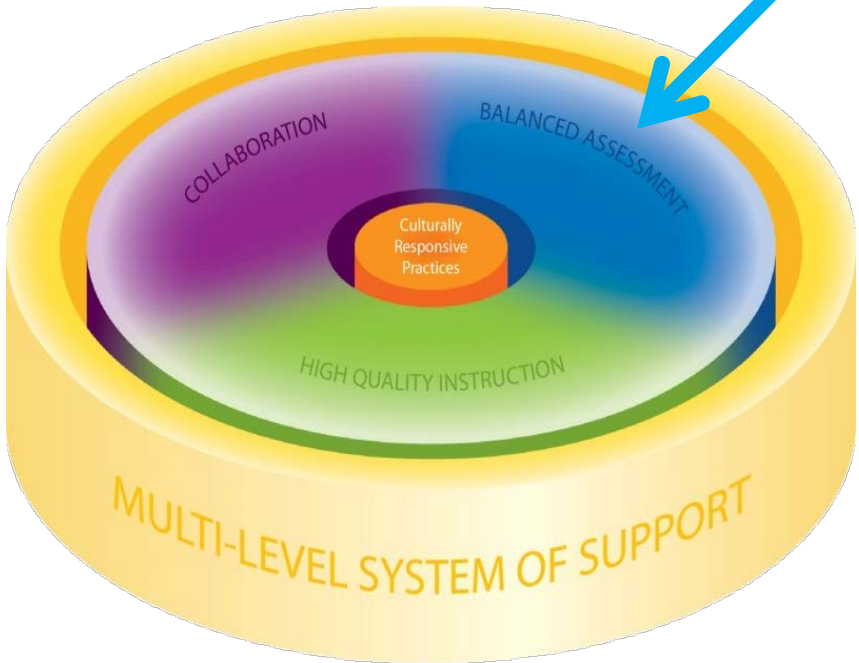
- Compose a “support list” of students and revise it regularly based on the indicators.
- Act on the data shown in the “support list.”
- Make decisions about actions and interventions as a team, pooling multiple adults’ knowledge.
- Build on student strengths.



The Basic Work of the EWS Team

- Practice intervention discipline. *Do not go first to the highest intensity intervention.*
- Use knowledge of your school and students when choosing interventions (one size does not fit all).
- Assign adult champion with a relationship with student to make sure intervention occurs.
- Track outcomes of interventions on a regular basis.

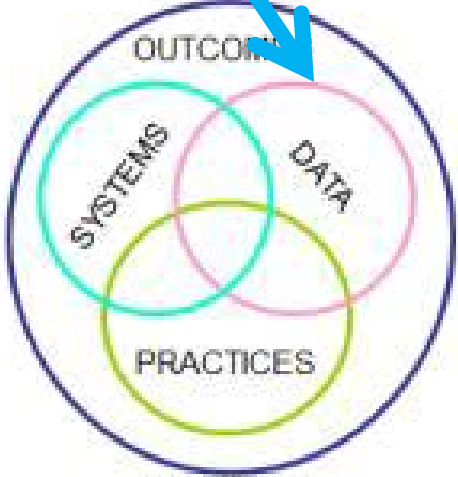
Early Warning Systems (EWS)



Positive Behavior Support

Social Competence & Academic Achievement

Supporting Staff Behavior



Supporting Decision Making

Supporting Student Behavior



ID	FirstName	LastName	SPED	Attendance		Behavior		ELA		Math	
				Prvs	Q1	Prvs	Q1	Prvs	Q1	Prvs	Q1
41539	Wilbur	Auyeung	Y	98%	98%	6	3	C	F	D	F
303485	Joslyn	Bigley	N	91%	91%	0	0	D	C	C	F
303437	Carmina	Blakes	N	86%	81%	5	4	C	F	C	F
44722	Clinton	Dehner	N	83%	87%	0	6	D	F	D	F
43322	Arla	Boren	Y	82%	90%	4	4	D	F	F	F
304911	#Donette	Samualson	N	94%	92%	11	3	D	F	C	D
45522	Mi	Cairns	N	92%	90%	0	6	F	D	C	D
303331	#Rick	Eric	N	84%	86%	0	0	D	C	B	D
303308	#Felicia	Johnson	N	83%	81%	5	6	C	C	A	D
303381	Karena	Beatrice	N	60%	67%	10	11	F	F	A	D
303433	Lynetta	Cahill	N	99%	98%	0	0	F	F	D	C
303865	Angele	Bickel	N	97%	96%	9	8	D	F	D	C
303562	Maya	Bodie	Y	86%	81%	0	4	F	F	B	C
42480	Kaylene	Cronk	N	83%	85%	4	1	D	F	C	C
303871	Sandie	Demott	N	83%	87%	0	0	C	C	C	C
303441	Fairy	Bruss	N	81%	84%	10	11	D	F	C	C
45187	Joey	Brittan	N	96%	97%	0	11	B	C	D	B
44669	Mira	Boyette	N	90%	96%	0	8	F	F	B	B
304822	Monnie	Croker	N	90%	89%	6	3	D	D	C	B
303556	Juliet	Appling	N	88%	92%	0	0	D	D	D	B
40486	#Terry	Adrians	Y	90%	89%	11	3	A	B	D	A



How do we identify students?

- 1. Start before students enter our building**
 - Review student data of those assigned to our school
 - Identify students with chronic absence and suspension indicators
- 2. Create a Master Data Tracker**
 - Flag students who had Early Warning Indicators the previous year
 - Update regularly with current ABC data and the interventions they receive
- 3. Use surveys and assessments to supplement ABC data**
 - Resiliency Assessments (if possible) for additional student data
 - Complete Needs Assessments by grade level/teams or department



I&I

school wide system of

tiered interventions.



Tiers

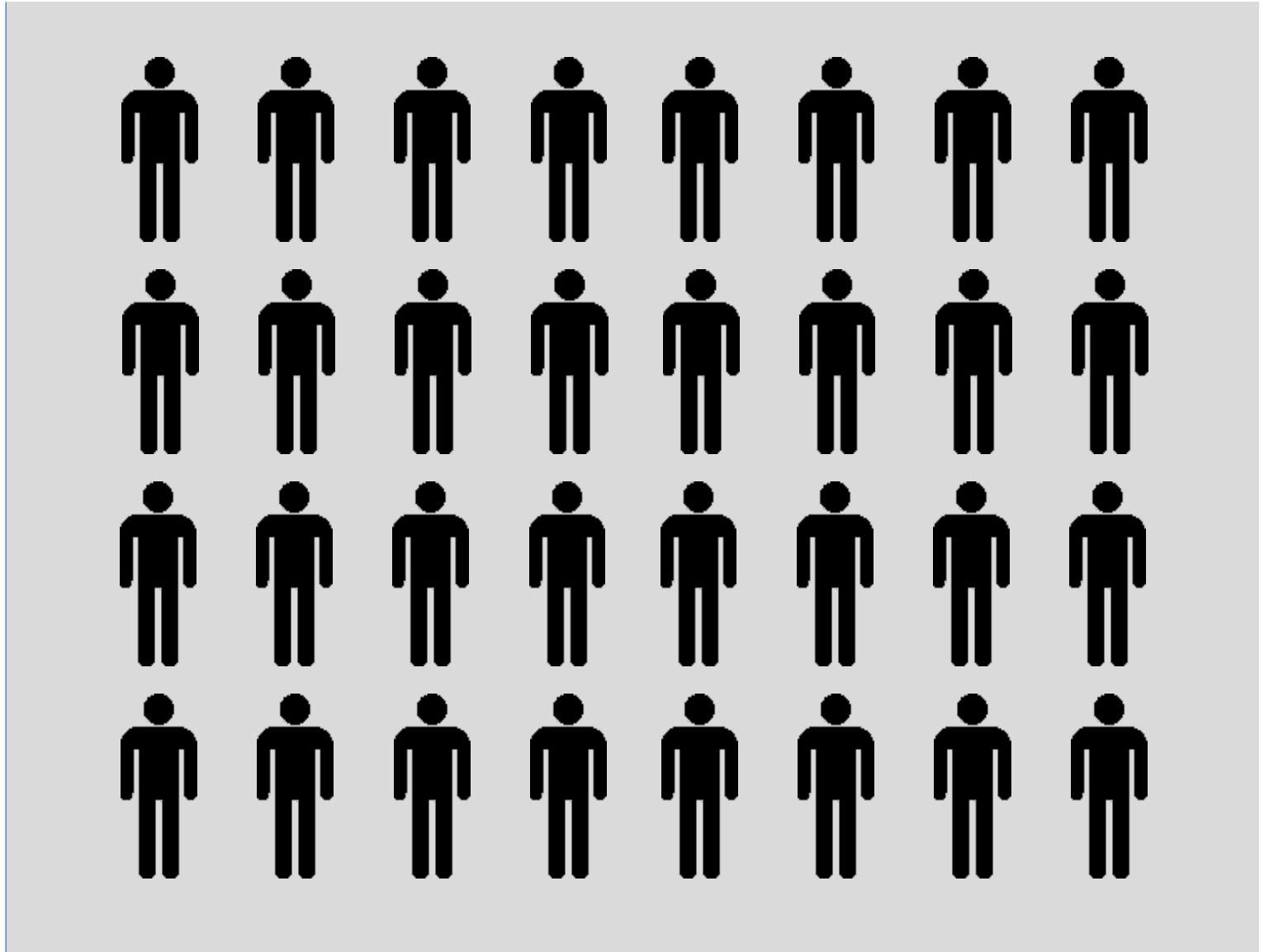
Universal Preventative Activities

Targeted Student Supports

**Intensive One-On-One Case
Management**



Tiers



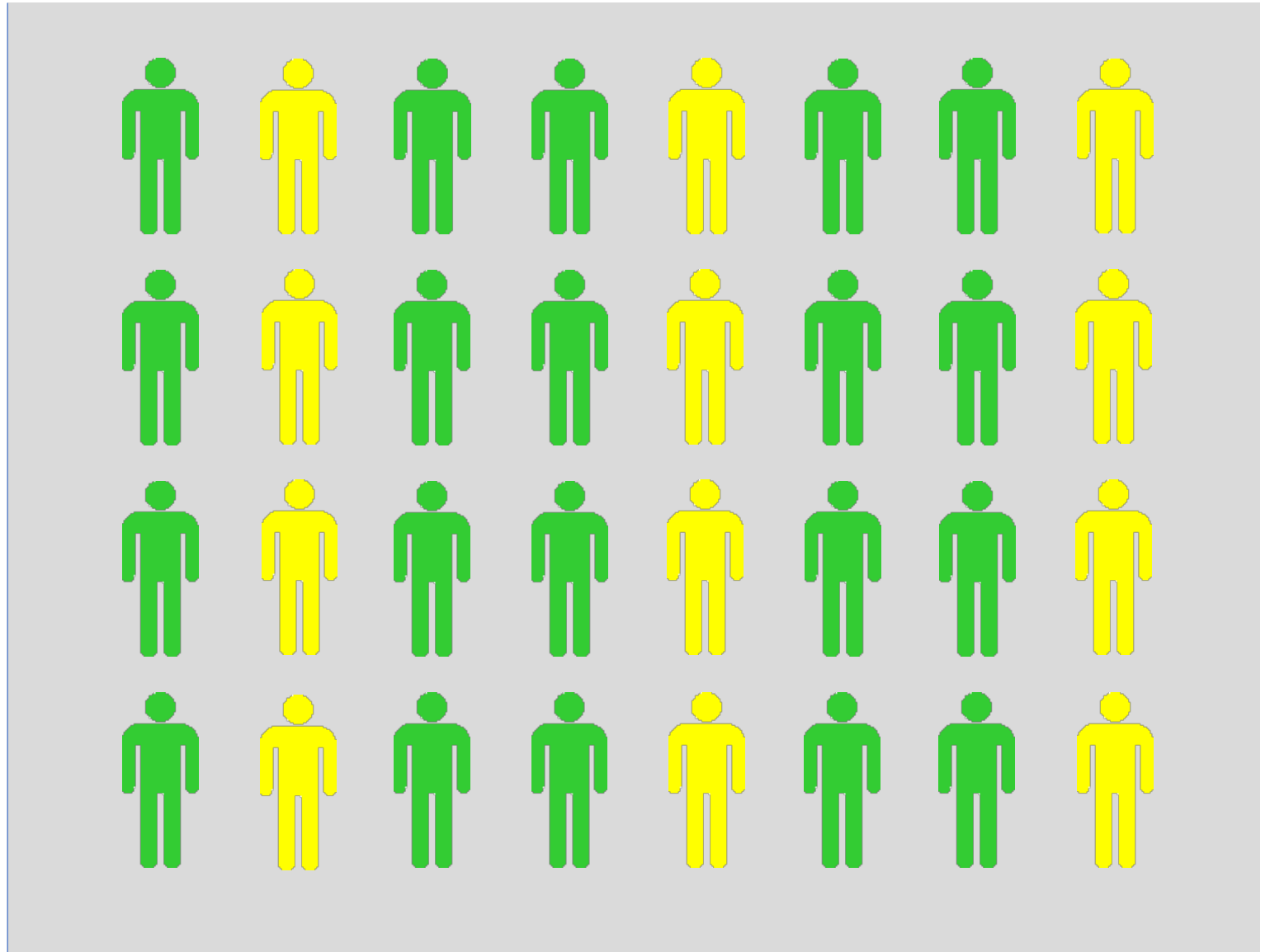


Tiers





Tiers





Tiers



Current Reality vs. Desired Future

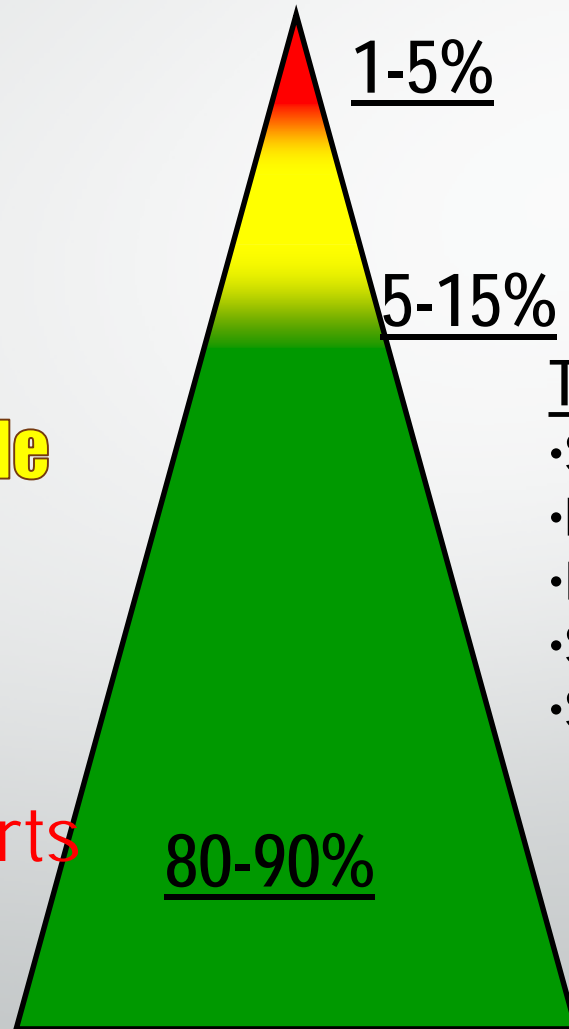
Academic & Behavioral Systems

Do the math:

Are 80% of students responding to the Universal System?

Are you set up to provide Tier 2/Selected Interventions to 15% of your student body?

Tier 3/Intensive supports to 5%?



1-5%

Tier 3/Tertiary Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

5-15%

Tier 2/Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

80-90%

Tier 1/Universal Interventions

- All settings, all students
- Preventive, proactive

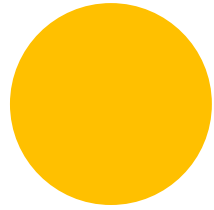
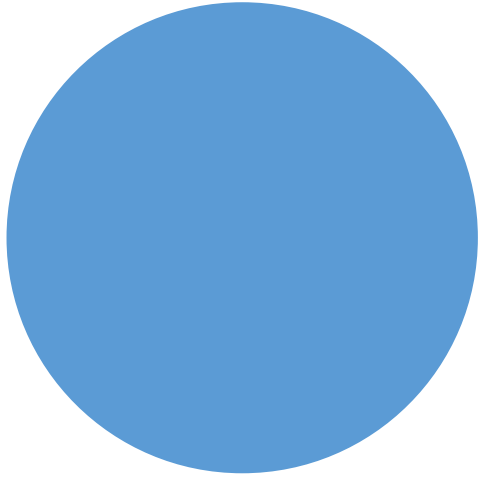
Sample of Early Warning Systems Indicator Resource Map

INTERVENTION LIST

Academic	Behavioral/Emotional	Attendance	Family
<ul style="list-style-type: none"> • Tutoring (Teacher) • Tutoring (Peer) • Watchtower • Teacher Mentor • Student Conference • Parent Conference • Data Collection from all teachers • Classroom Modifications • Tracking Sheet • Reward System • Organization Skills • Referral to the Counselor/Social Worker • 504 Plan • PSE Referral • ESL screening • Speech/Hearing Assessment 	<ul style="list-style-type: none"> • Tracking Sheet • Teacher Mentor • Silent Mentor • Leadership Role • Referral to the Counselor/Social Worker • Drug and Alcohol Assessment • Referral for Support Groups • Conflict Resolution /Peer Mediation • Nurse Referral • Extra Curricular Activities • Mental Health Screening • Referral for Counseling /Therapy • Outside Services 	<ul style="list-style-type: none"> • Student Conference • Parent Call • Parent Meeting • Mentor • Incentives • Disciplinary Action • Citation/Magistrate • Attendance Letters • Citation/Magistrate • TEP Meeting • SAP Referral • Home Visit 	<ul style="list-style-type: none"> • Parent Phone Call • Parent Conference • Referral to Counselor/SW • SAP Referral • CYF Referral Childline • Referral to Outside Services • Home Visit

	Tier I Whole school	Tier II	Tier III Most Intensive
Attendance	<ul style="list-style-type: none"> • Weekly attendance recognition • Perfect attendance celebration (monthly) • Team competition for attendance 	<ul style="list-style-type: none"> • Check and Connect • Wake up calls • Buddy System with another student • Recognition for improved attendance 	<ul style="list-style-type: none"> • Home visit by counselor • Individual contract with student and parent
Behavior	<ul style="list-style-type: none"> • Cardinal Cash (Caught you doing something good) • Freshman Seminar lessons • Academy meetings • Outside Speakers 	<ul style="list-style-type: none"> • Peer Mediation group • Daily Behavior contract • In-class interventions (seating, pairing, activity) 	<ul style="list-style-type: none"> • PREVENTION – Gang intervention group in the neighborhood • Visit one on one with social worker • Individual counselor sessions

Sample Resource Map



EWI Meetings





Need a System to Prevent and Respond

1

Tier I

Regular time to meet and plan (PBIS)

- Initiatives to encourage behaviors and expectations
- Initiatives to engage students in learning and school
- Initiatives to create a welcoming environment

2

Tier II & III

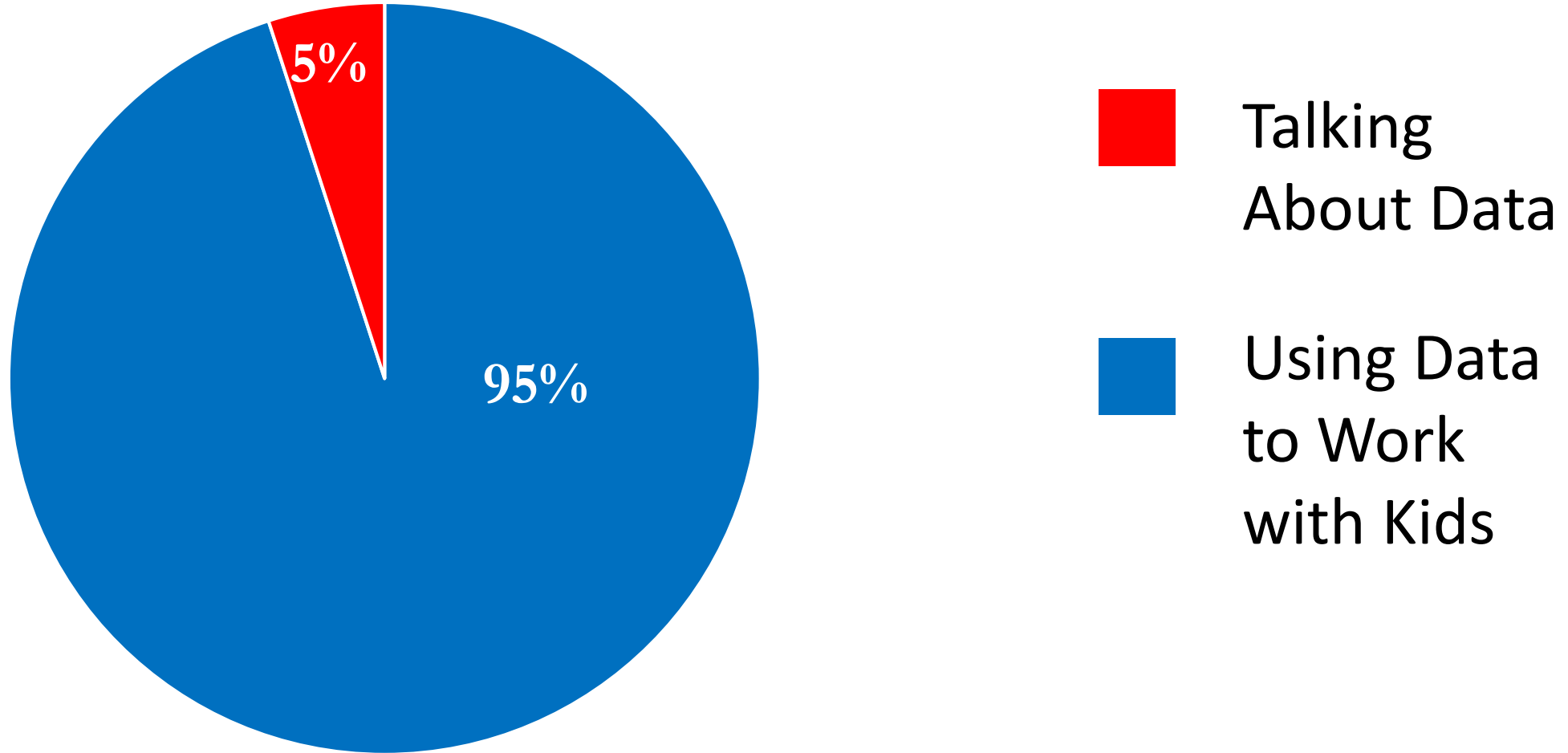
EWI Meetings:
Process for finding and determining interventions and other Intervention process



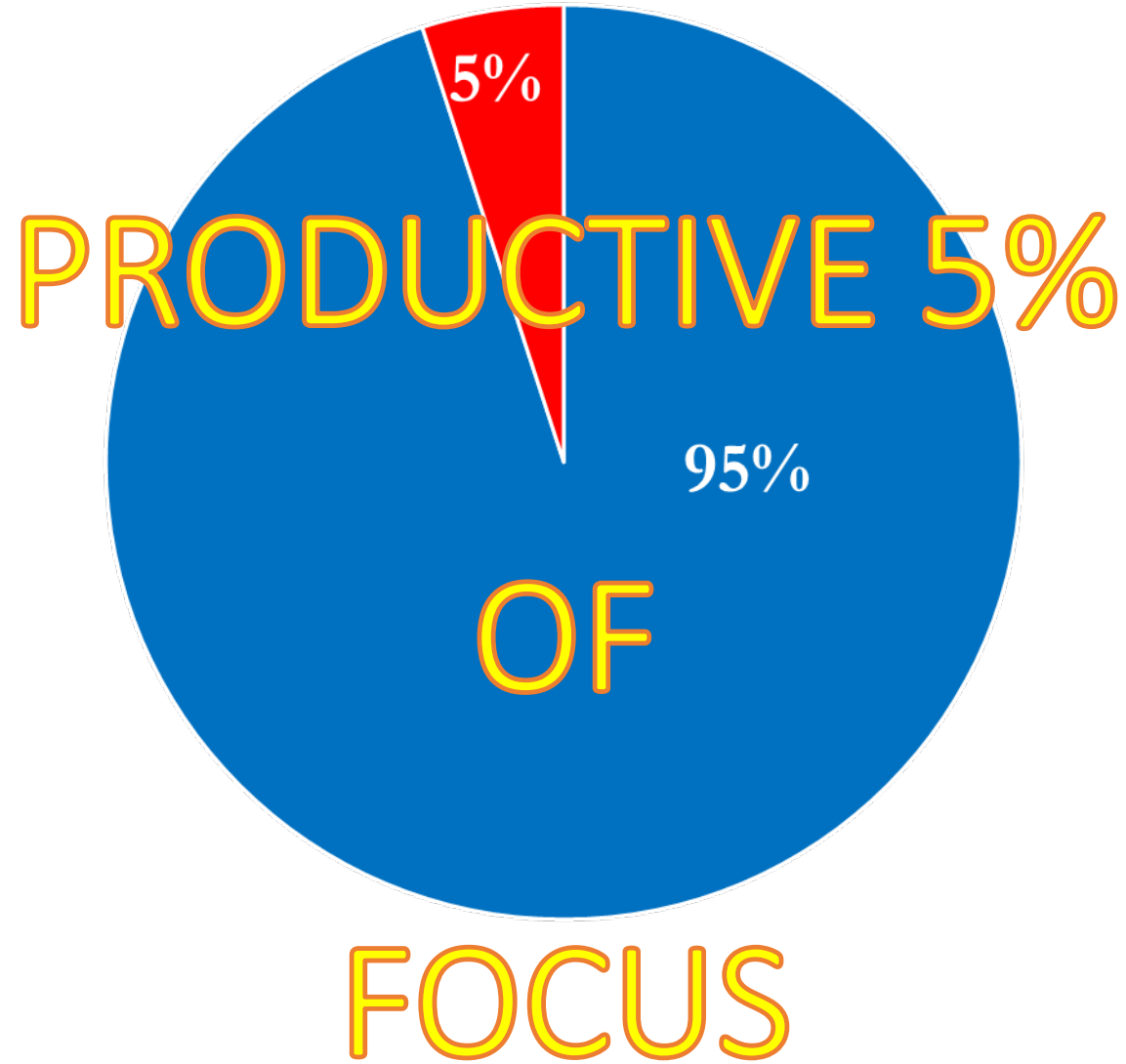
EWI Meetings

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

Your Time at These Meetings...



We Need a



Intervention Identification Protocol

Identify Student

(1 minute)

Identifies which off-track behaviors the student is exhibiting
Identifies data supporting identification for intervention (from EWI 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 share student strengths and information on interventions that have worked in the past with the student.

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

EWI Meetings:

Meet about Students and ABC Data



Goal:

To coordinate and create interventions for students who are exhibiting early warning indicators and to closely monitor their progress so that students are successful.

- Leadership Teams
- EWS Team
- Teams of Teachers

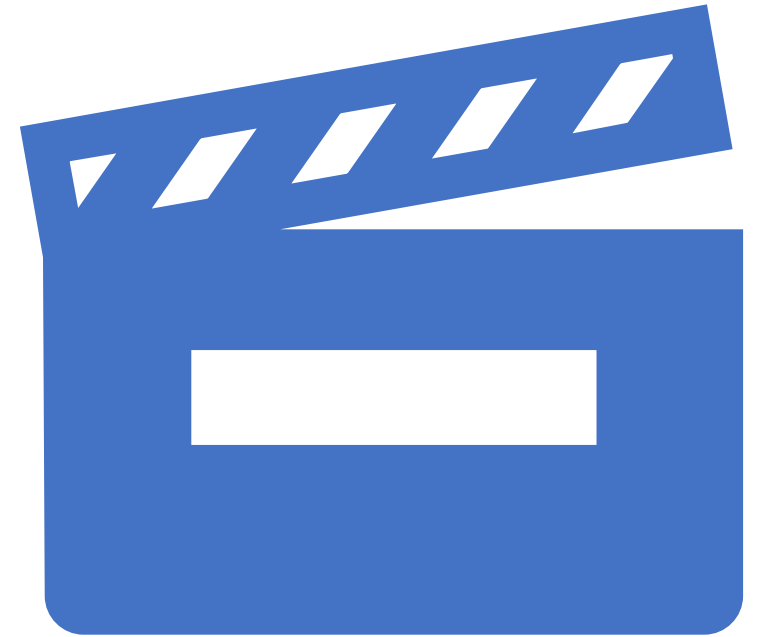
Connect Students with Adults

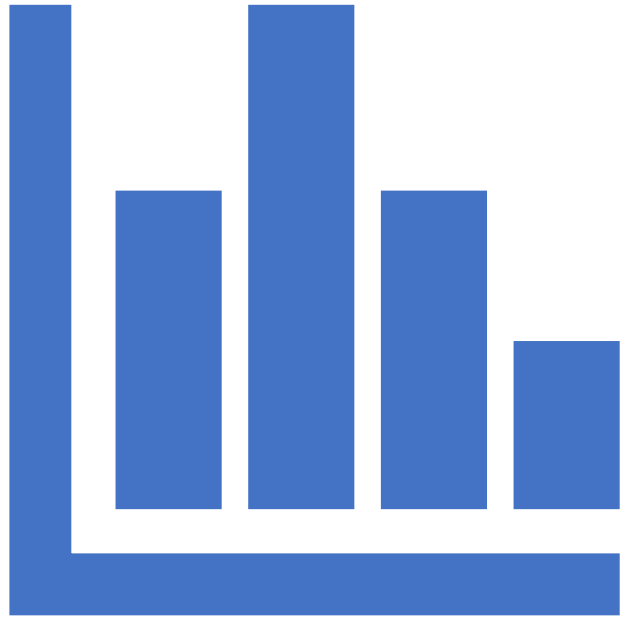


- Success mentors
- Graduation coaches
- Check-in approaches
- Report card conferences

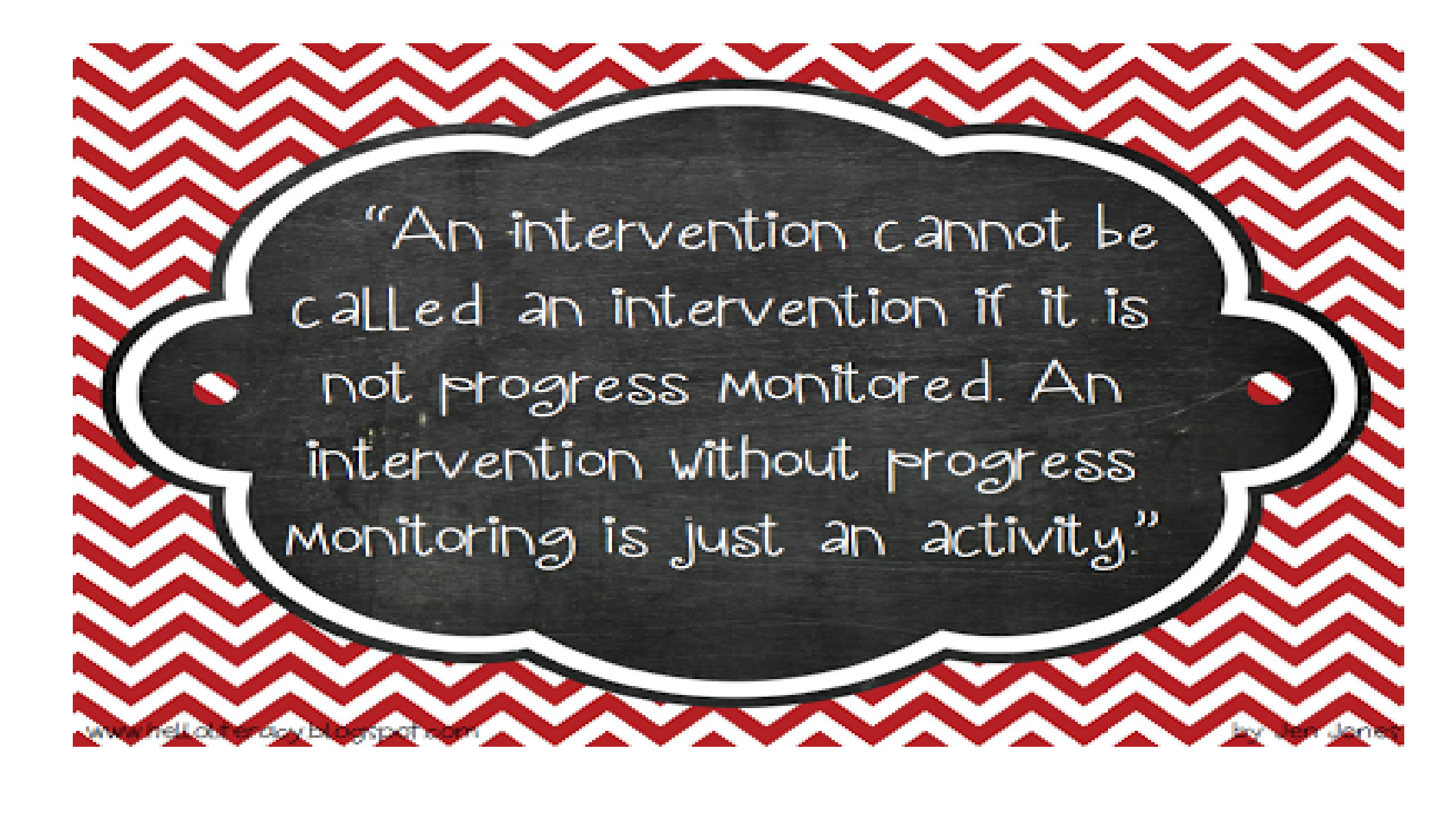
EWI Videos

- <https://www.youtube.com/watch?v=hFPGuHGZztU>
- <https://www.youtube.com/watch?v=u-hO6VkosOs>
- <https://www.youtube.com/watch?v=uHfiUpRnhfQ>





Tracking Interventions



“An intervention cannot be called an intervention if it is not progress monitored. An intervention without progress monitoring is just an activity.”

Tracking Interventions

- Is there a technology tool that most staff use? (Google Docs, Access, District Database, laptops, file cabinet, etc.)
- Determine how the school currently tracks in and out of classroom interventions (extra help, counseling sessions, tutoring, after school, etc.)



Option #1



Student Tracker

	EWI Flags	Data	Notes	Previous Interventions Last Meeting	Point Person	New Interventions Today
John	Attend., Math Grade	ELA(C), S(F), SS(C), Beh (0)				
Adrian	Beh, ELA Grade	M(B), S(D), SS(B), Att (0)				
Samuel	ELA Grade	M (B), S(B), SS (B), Beh(2 refer.), Att (0)				

Tracking our conversations

The screenshot shows a Google Docs spreadsheet titled "Baxter Team Meetings" with the following data:

	A	B	C	D	E	F	G	H	I
1	Data Updated	EWIs, Old	EWIs, Meeting updates	Notes	Previous Interventions - Feb. 22nd	Updates	Champion	New Interventions - March 8th	Follow - up date
2	Sammie Sanchez	9 days out, 1 in Nov., F in SS and ELA, 3 in citiz.		No parent contact. Strong in Math (C+). Strong academic skills.	Check on attendance accuracy (Awesome). Try pull-out for SS (Ben). Sams will share phone #.				
3									
4	Doug Flutie	C+- Math, Sci - F, SS-D.		Attendance seem to be for suspensions. Wants to do well. Dad is very involved with him. Has average academic skills.	Check with Ms. Awesome to see if pull-outs are possible during Literacy.				
5									
6	Michael Phelps	F in every subject, mostly due to		Very poor attendance. Mom seems to make excuses for attendance. She has not picked up the report	See if counselor can check in with family or work on an attendance				

Navigation tabs at the bottom: Sample Tracker, 5th Grade, 6th Grade, 7th Grade, 8th Grade.

System tray at the bottom right: 11:17 P, 3/10/20

Updated data

Interventions

Follow up Date

Option #2: Intervention overview

Name	Reading Intervention	After school homework help	Counselor's case load	Parent Teacher Association (PTA)
Doug	Yes	No	Yes	No
Sam	No	Yes	Yes	Yes

Option #3: Attendance

Name	Reading Intervention	Days attended September (10)	Days attended October (12)	Days attended November (10)
Doug	Yes	2	11	9

Whole School initiatives

- Targeted days of the year
 - Did we improve attendance from the previous year and reach our average daily attendance?

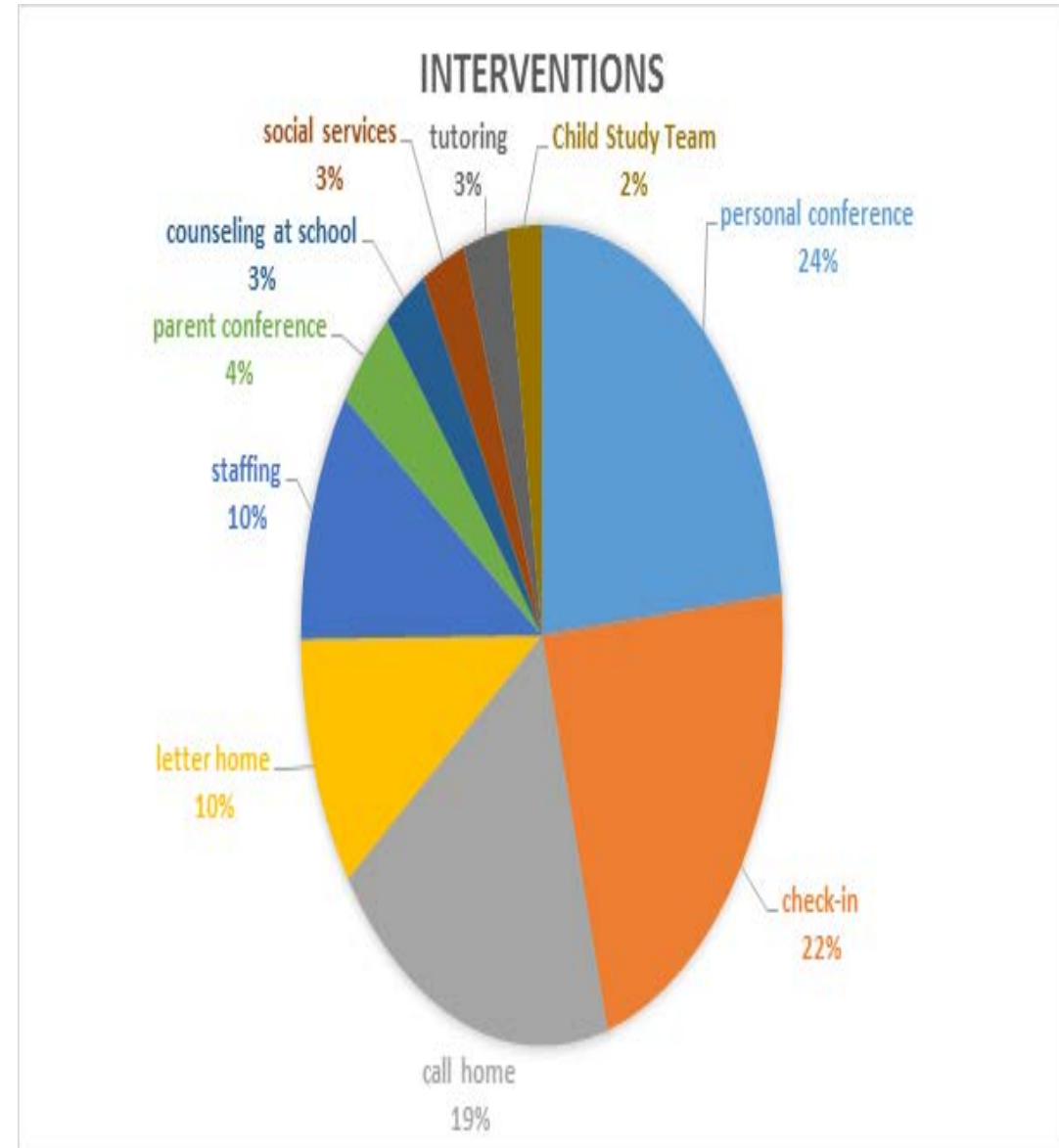
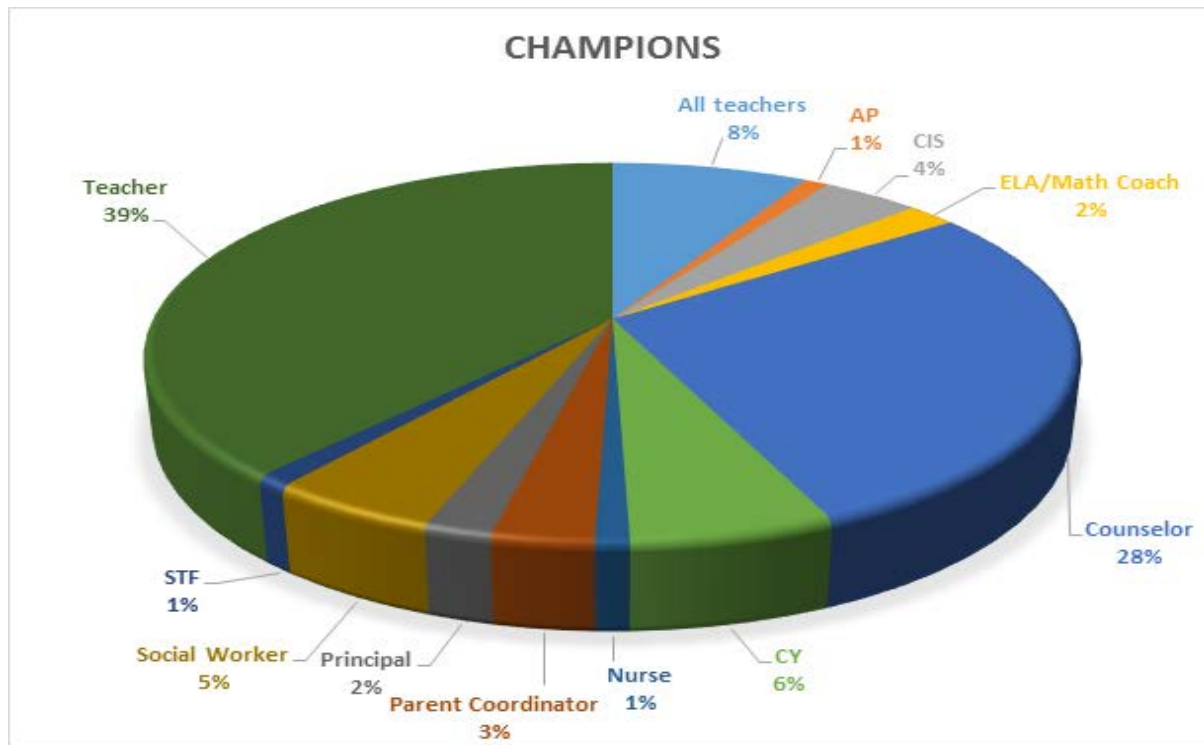
	2014-15 school year			2015-16 school year		
Average Daily Attendance	Nov. 25 Thanksgiving	Dec. 17- Winter Break	Dec. 18 – Winter Break	Nov. 23 Thanksgiving	Dec. 21- Winter Break	Dec. 22 – Winter Break
91.7%	67.3%	85.4%	71.2%	79.3%	83.4%	80.2%

Did We Have Impact?

Home visits	Attendance mentor	Home Visits & Mentor
12 of 23 students improved	32 of 57 students improved	43 of 59 students improved

Reflection on interventions

- Implementation level
- Correct breakdown of interventions
- Impact of interventions



Implementation

Low Implementation

High Implementation

High Impact

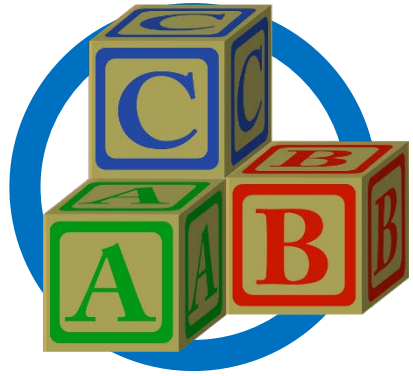
Impact/Implementation mismatch, but Priority of impact over implementation still supports kids reaching outcomes.

Goal of the Program:
Impact /Implementation match
With High Outcomes

Low Impact

Impact/Implementation match with low outcomes.
Argument for Greater Fidelity.

Greatest Fear:
Impact /Implementation mismatch & Priority of impact over implementation
Requires Course Correction.



Keys to Using Early Warning Systems in Schools

- **It Takes a Team with Time and Facilitation**

Individual teachers cannot do it alone.

- **It Takes Easy-to-Access, Timely, and Actionable Data**

School time is precious and needs to be used for analysis and action, not data assembly.

- **It Takes a Multi-tiered Intervention System**

Think RTI on steroids, involving everyone.

- **It Must be Integrated with Instruction**

No silos.

EWS Lessons from the Field

Organizing

- **Put Students First** - rapid identification is important, but so is building on student strengths
- **Be selective in use of indicators** - center efforts around a few high-yield indicators
- **Design systems that respond** to student behavior well before triggers for the more intensive interventions are reached

Lessons Learned About What Works

- A champion (or several)
- Buy-in from key leaders – district and/or school staff (preferably both) – leadership shares the champion's views
- End-users have input into shaping the system
- Decisions are collaboratively made about what the system should be able to do and achieve
- Perfection not attained the first time. It takes 2-3 years.

Lessons Learned

- Things take time
- Build a culture of meeting kid's needs
- Know your staff
- Give all staff a voice in making decisions and creating the system supports
- There are things you have to give up in order to do something different
- Communication is key
- Use what didn't work and learn from it to change for the better

Lessons Learned

- Staff perceptions of impact of system changes with PBIS when connected to bigger picture
 - Connect to Life Skills
 - Not just about how to go through lunch line
- We have to TEACH kids what academic behaviors look like

What are teachers saying?

- There is still never enough time
- We need to include all staff somehow
- **Would like to focus more on groups of students rather than individuals**
- **We will have more data as we move forward about effectiveness of EWS**
- Staff feel more ownership
- **Systems approach is more effective**
- **Better awareness of student needs due to data and collaboration**
- Problem solving is positive



I&I

A school wide system of teacher teams that utilizes research based predictors (indicators) of student success to coordinate and implement tiered interventions.

Implementation Support

Professional Development	On-Site support options
EWI Research and what it means for a school	Data analysis with team
Tiered Intervention Approach	Development of interventions
Building a response team	Facilitating data meetings
Holding an EWI meeting	Action planning
Facilitating data conversations	
Holding Report Card Conferences	

PD topics

EWI Research	Tiered Intervention Approach
Background of research findings	Theory of multi-tiered response system
Secondary and postsecondary success	Mapping of current resources
Implications for middle and high school students	Intervention ideas
Metrics for on-track students	Implications for planning

PD topics

Building a response team	Holding an EWI Meeting
Who needs to be involved	Participants and roles
Who drives the day to day work	Preparation (Materials and tools)
Basic work of a response team	Protocol for meeting discussions
Focus on the ABCs	Practicing (Mock EWI meeting)
	Follow-up

PD topics

Report Card Conferences (Student-adult conferences)	Facilitating Data conversations
Framework	Gathering and organizing data
Mock conference	Protocols for conversation
Follow-up from meetings (back on-track conferences, adult check-in)	Collaborative Inquiry – Data Inquiry
Other (engaging community)	



Questions?

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THANK YOU!!

