Using Early Warning Indicators to Support Every Student
Using Early Warning Indicators
To Support Every Student
Jack McDermott
Marketing Director
www.panoramaed.com

Join the discussion
#EWSwebinar
What we’ll discuss today

• What does the research say about early warning indicators?

• How are districts using early warning systems (EWS) to support students?

• How can districts effectively implement changes to adult practices and data systems?

• What’s next for early warning indicators in the years ahead?

• Questions & answers
Christine Stenson, Ph.D.
Director of Research & Evaluation
Laura Hansen
Director of Information Management and Decision Support
Liz Homan, Ph.D.
Administrator of Educational Technology
Mike Sabin
Principal, McDevitt Middle School
Getting Started with Early Warning Indicators
Core Ideas of Early Warning Systems

1. To graduate high school 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. Student signal that they are on or off track toward these outcome through their behaviors. Research shows that the most predictive school behaviors are attendance, behavior/effort, and course performance—the ABC’s.
# The ABC’s of School Success

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<tr>
<th>Attendance</th>
<th>At Risk of Not Graduating</th>
<th>College &amp; Career Ready</th>
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<tbody>
<tr>
<td>Students who miss 10% or more of school</td>
<td>Students who miss less than 5% of school</td>
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<tr>
<th>Behavior</th>
<th>At Risk of Not Graduating</th>
<th>College &amp; Career Ready</th>
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<tr>
<td>Mild sustained misbehavior and suspensions</td>
<td>Effort and Agency</td>
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<th>Course Performance</th>
<th>At Risk of Not Graduating</th>
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<td>Failing a core course</td>
<td>Students with a B or higher average</td>
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Core Ideas of Early Warning Systems

3. By tracking EWIs, it is possible to identify when students are beginning to fall off track, providing time to intervene or change support, and alter their trajectory in school and beyond.

4. Using EWS, schools can capture the data that will drive decisions about how to best apply school-wide, preventative, targeted, and intensive interventions until students are back on track.
Effective Early Warning Systems Have:

- Ready access, at the classroom level, to on- and off-track indicators (ABC’s)
- Regular time to analyze the data, pool adult knowledge about students, and leverage existing relationships
- An organized response system that can act upon early warning data in both a systematic and tailored manner
Progress Monitoring + Multi-Tiered Intervention Systems

- Effective student-level interventions are essential, but we can’t individually intervene our way to success
- Requires a strong relationship between an adult and the student
- Need to combine strong prevention & response with effective interventions
- Role of EWS meetings to coordinate, create, and monitor interventions
The Case of Two 6th Graders

On the horizon: combining ABC’s and social-emotional data

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About Metro Nashville PS

- City of Nashville and Davidson County, Tennessee
- Serving 86,000 students across 168 schools, 42nd largest school system
- Diverse student population, more than 130+ languages spoken
- District values focus on whole learner success + importance of school climate/culture
Getting started with early warning indicators

- In 2008, developed our district-wide data warehouse, with EWIs early on
- Partnered with Everyone Graduates Center + MNPS Data Warehouse Team
- Looked at 200+ variables, but ABC’s were most predictive of dropout
- Key features that flag at-risk students, provide access to teachers, and display virtual data walls
Monitoring the impact of early warning indicators

- Improvements in reducing dropouts and increasing graduation rates
- Progress in graduation rates across diverse student groups
- More data-driven culture, still more work to be done to increase usage
- Challenges: difficult to provide training, generating buy-in for using data
# Data Warehouse

## At Risk Student List

**School Year:** 16-17  
**School:** Nashvegas Science Prep  
**Active Students Only. Behavior Role:** Offender Only

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<tr>
<th># Flags</th>
<th># Students</th>
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<tr>
<th>Grade Level</th>
<th>Attendance (Daily YTD)</th>
<th>Behavior (# Days YTD)</th>
<th>Course Grade Average</th>
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<td>K-4</td>
<td>&lt; 50 %</td>
<td>2+ ISS/OSS</td>
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<td>5-8</td>
<td>&lt; 85 %</td>
<td>&gt; 5 OSS</td>
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<td>9-12</td>
<td>&lt; 85 %</td>
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<td>&lt; 70 % Latest Marking Period</td>
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Attendance & Behavior Indicators are calculated for the student for the entire school year.

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<th>Grade</th>
<th>Year Ent. # Grade</th>
<th>Age</th>
<th>Student ID</th>
<th>Name</th>
<th>Att Rate</th>
<th>#Days Susp</th>
<th>Avg Course Grade</th>
<th>Cum. GPA</th>
<th>Total Credits Earned</th>
<th>Race</th>
<th>ED</th>
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**Zimmer, Aretha**
- 17-18 %ile: 52
- RIT: 223
- OSS: 0
- MAP 1: 88
- MAP 2: 88
- MAP 3: 88
- Chronic Absence: Y
- Present: 104
- Absent: 23
- Enr. Grade: 7
- ED: N
- LEP: N
- SWD: N
- Etnh: A
- Gender: M
- ID: 190140032
- MAP: READ, TVAAS: READ

**Ostrowski, Walt**
- 17-18 %ile: 49
- RIT: 211
- OSS: 0
- MAP 1: 42
- MAP 2: 29
- MAP 3: 32
- Chronic Absence: Y
- Present: 89
- Absent: 38
- Enr. Grade: 7
- ED: Y
- LEP: N
- SWD: N
- Etnh: B
- Gender: F
- ID: 190122012
- MAP: READ, TVAAS: READ
Keys to success & what’s next

• Start small—use a handful of key reports and build on early wins

• Define a clear purpose—communicate and collaborate to grow buy-in

• Beginning to analyze post-secondary data and refining our cutpoints

• Looking for opportunities to bring in new data to support each student:
  - Social-emotional learning (SEL)
  - Neighborhood factors
About Waltham Public Schools

- Waltham, Massachusetts, 10 miles west of Boston
- Serving ~5,600 students in 10 schools
- Changing student demographics, influx of English Language Learners (22%)
- Emphasis on excellence and equity for all students
Making the most of our data

- Integrating systems to streamline data management and analysis
- Developing consistent data entry practices and expectations
- Implementing instructional teaching and learning cycles
- Learning from launch experiences at multiple sites
Quick Video: Student Success in Waltham
Implementing Early Warning Indicators at McDevitt Middle School

Initial launch / educating teachers

Considering platform options for streamlining analysis and data integration

Ongoing pilot, establishing interventions + partnering and setup with Panorama

Regular EWI meetings 8x per year + integration & data practice troubleshooting

Following up with educators/continuing implementation and momentum

Considering additional data integrations / role of climate, culture, and SEL

Fall 2016
Winter 2017
Spring 2017
Fall 2017
Winter 2018
Spring 2018
What you need for successful school-based EWIs:

- Passionate school and teacher leaders to drive the work
- Schedules and structures to organize and make time for the work
- Digital systems to enable data analysis and integration
- District-level support for implementation and resources
- Rich, collaborative partnerships
What’s next for Waltham PS?

- Using Middle School schedule and structure to support EWIs
- Expand impact of Tier II interventions + teacher advocates
- Integrating SEL and Climate Surveys
- Implementing EWIs at all Middle and High schools
- Increasing teacher capacity and leadership in EWI initiatives
What’s next for using Early Warning Indicators?
5 Ways School Districts Use Early Warning Indicators to Promote Student Success

Free guide for school and district leaders:
www.panoramaed.com/resources
Panorama Social-Emotional Learning Survey

Free, open-source SEL survey from Panorama Education:

www.panoramaed.com/social-emotional-learning
Questions & Answers

Join the discussion
#EWSwebinar
Thank you

Questions?
info@panoramaed.com