

Stories from the Field: Putting Early Warning Systems into Practice

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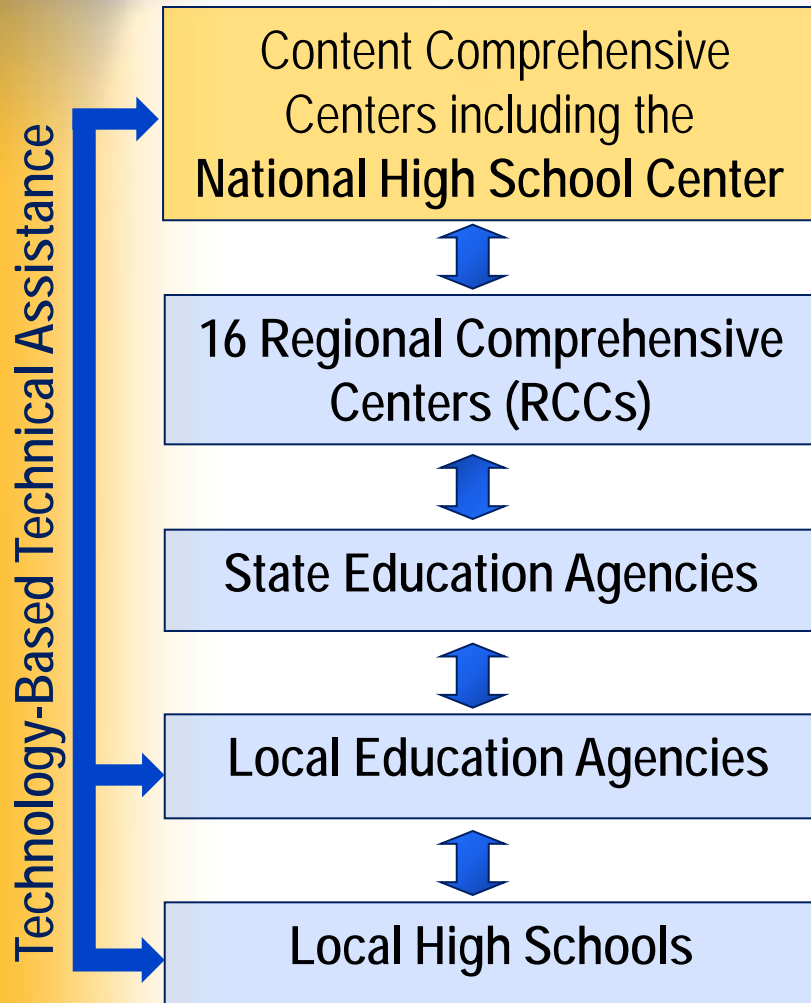
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National High School Center At-a-Glance



Year 7 Priorities

- Dropout Prevention and Raising Graduation Rates
- High School Tiered Interventions
- High School Improvement
- College- and Career-Readiness
- Post-Secondary Pathways
- High School Special Needs Populations
- High School SIG Technical Assistance

Agenda

- Welcome
- Overview of early warning systems (EWS)
- State implementation of EWS
- Overview of EWS implementation from the perspective of practitioners
 - The Virginia Story
 - California Early Warning Intervention System (EWIS) Pilot Project
- Questions and answers

Early Warning Systems

Susan Therriault, Ed.D.
National High School Center at the
American Institutes for Research

IES Recommended Dropout Prevention Practices

- Diagnostic Practices (early warning system)
 - Data system and use
 - Screening
- Targeted Interventions
 - Adult advocates
 - Academic supports
 - Social/behavioral supports
- School-wide Practices
 - Learning environment
 - Rigorous and relevant instruction

SOURCE: Dynarski, et.al., 2008

Early Warning Systems

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

- Predict which students are at-risk for dropping out of high school
- Target resources to support off-track students while they are still in school, before they drop out
- Examine patterns and identify school climate issues

Types of Indicators

- **EWS frequent monitoring indicators**
 - Indicators that are available at specific periods in a school year (e.g., attendance, where students who miss 10 percent or more days of school may be at risk)
- **Year-end indicators**
 - Indicators that are based on a full year of data that can guide action/support in the subsequent year (e.g., the Consortium on Chicago School Research has a year-end “on track” indicator)
- **Transition indicators**
 - Indicators that rely on past performance but inform future actions over a school transition (e.g., Incoming indicators for students coming from middle school and entering high school)

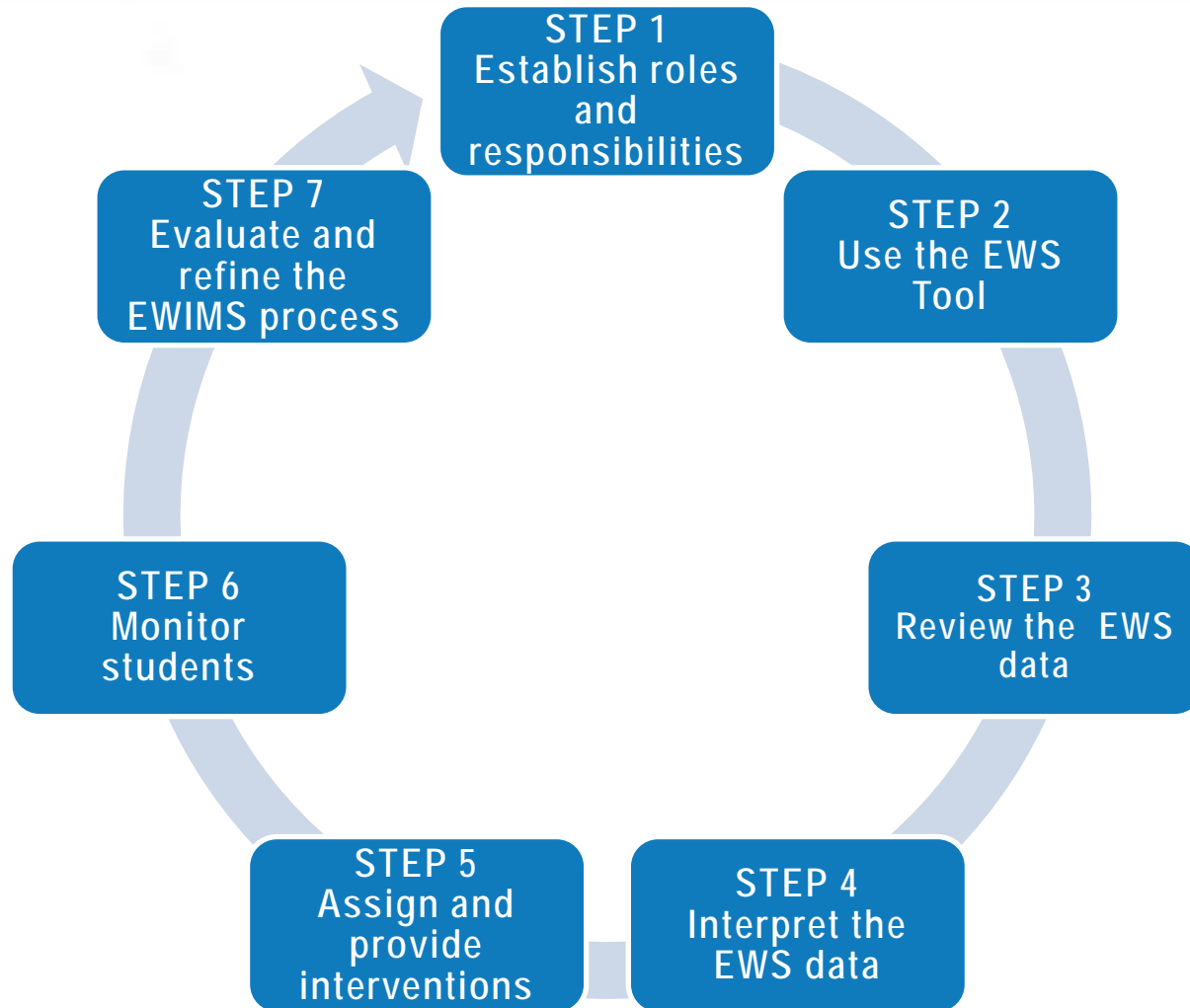
Bringing Together Research and Practice

- Review of research on indicators
- Development of a simple tool
- Collaboration with three RCCs and three state education agencies
 - Iterative process of obtaining feedback from pilot districts and schools and improving tools
 - Development of implementation guidance
 - Enhancement of EWS tools (middle grades and high school)

EWS Indicators: Middle Grades and High School Thresholds

Indicators	Thresholds	
	Middle Grades	High School
Incoming Indicator	Previous year EWS Tool exit indicator or locally validated indicators of risk	
Attendance	Missed 20% or more of instructional time	Missed 10% or more of instructional time
Course Performance	Failure in an English language arts or mathematics course	Failure in one or more courses
		Earned 2.0 or lower GPA (on a 4-point scale)
Behavior	Locally validated thresholds	
End of Year Indicator	EWS exit indicator or locally validated indicators of risk	

7-Step EWIMS Implementation Process



State Implementation of Early Warning Systems

Types of State Implementation

- Technical Assistance/Support
 - Many states provide links to the tool and implementation guide
 - Support provided in the form of data analysis or learning networks
 - Local districts and schools can decide to participate
- Programmatic mandates
 - Grants or programs require reporting or monitoring aligned with EWS indicators
 - Texas: Ninth Grade Transition Grantees use the EWS High School Tool to monitor students
- Legislative mandates
 - Virginia: Accreditation linked to high school graduation rates
 - California: Middle schools held accountable for high school graduation rates

State Implementation Challenges

- Local control
- State and LEA capacity to use data and support the use of data in schools
- Availability and allocation of resources (funding, time, and people)
- Dropout prevention is a state or district priority

Implementation Strategies

- Voluntary participation (e.g., Minnesota, Massachusetts)
 - Tools
 - Implementation guidance
 - Professional development
- Pilot EWS in schools and districts (e.g., Virginia, California)
 - Coalition of the willing
 - Active members and feedback
 - Continuous support
- Integrate indicators into state, district, school data systems (e.g., Massachusetts and Louisiana)

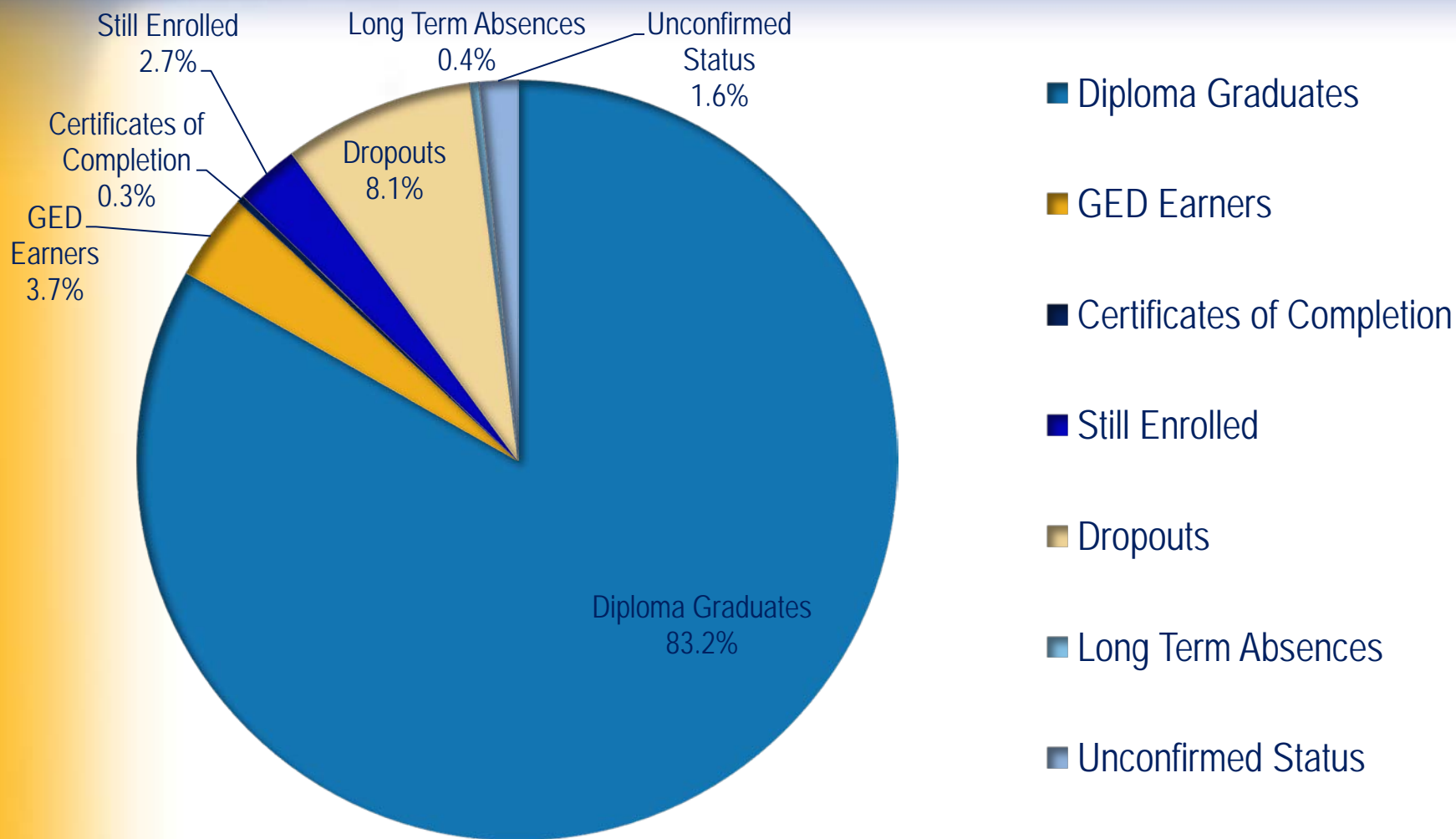
Implementation Incentives

- Improving graduation rates is a priority
- Entry costs are low in terms of risk and resources
- Reporting is simplified by using EWS Tool
- Monitoring of school improvement is linked to the indicators at the school or district level
 - Risk indicators are leading indicators of improvement
 - School summary reports inform school-wide improvement

The Virginia Early Warning System Story: Building Capacity and Providing Support for High Schools

Lynn Sodat, Ph.D.
Virginia Department of Education
Office of School Improvement

Virginia Data – Class of 2009



http://www.doe.virginia.gov/statistics_reports/graduation_completion/cohort_reports/index.shtml

Background Information

- Modifications to Virginia Accreditation calculations that included the Graduation and Completion Index (GCI) were approved by the State Board in February of 2009
- New accreditation requirements were implemented with the graduating cohort of 2011
- GCI scores were factored into accreditation ratings for every school with a graduating class beginning with the 2011-2012 school year

<http://www.doe.virginia.gov/boe/accreditation/index.shtml>

GCI Point Values

Point Values Assigned to Graduation and Completion Index in the Virginia Standards of Accreditation

<u>Diploma/Certificate/Other</u>	<u>Point Value</u>
Board recognized diplomas in Virginia Standards of Accreditation	100
GED	75
Still in school	70
Certificates of Program Completion	25

- Benchmark of **85 points** must be met for full accreditation rating.
- Current index points or three-year trailing average of index points are the basis for ratings (same as current calculation for SOL pass rates).
- Schools with GCI below 85 points are rated Provisionally Accredited or Accredited with Warning.

VEWS Pilot Team

A team of school divisions, education organizations, and Virginia Department of Education (VDOE) consultants assisted the VDOE with the pilot of the VEWS Tool.

- School divisions: Franklin City, Lee County, Richmond City, and Pulaski County
- Organizations: Appalachia Regional Comprehensive Center and the National High School Center
- Validated the Virginia Pre-High School Index
- Developed an implementation guide based on the pilot divisions' experience
- Refined the VEWS Tool based on pilot divisions' feedback and VDOE suggestions

3 Main Elements of Academic Review Process for High Schools

- #1: Data Driven Strategy Development - use of the Virginia Early Warning System (VEWS) or comparable tool
- Required for Schools Accredited with Warning or Provisionally Accredited-Graduation Rate
 - Student data uploaded into tool at beginning of year and at the end of each marking period
 - Quarterly reports will be provided to school team to track progress on selected indicators

3 Main Elements of Academic Review Process for High Schools

#2: Regional Liaisons and Other Technical Assistance

- Regional liaisons assigned by the Office of School Improvement to work with division and school teams
- Technical assistance provided regionally and/or individually to each division/school as needed
 - Web conferences series based upon the National High School Center's Eight Elements of High School Improvement
 - Additional web conferences developed to address various instructional topics, such as Student Assistance Programs

3 Main Elements of Academic Review Process for High Schools

#3: Division- and School-Level Teams

- Formed to address graduation issues at the division and school levels
- School teams execute the **7-Step EWS Implementation Process**
- Comprehensive needs assessment conducted and Improvement Plan developed
 - **High School Rapid Improvement Indicators** from the Center on Innovation and Improvement
 - **The Eight Elements of High School Improvement Indicators** from the National High School Center

RD&D Project

- Research, Design and Development (RD&D) Project—spring through fall, 2011
- Partnership between the National High School Center, Virginia Department of Education (Office of School Improvement), West Wind Education Policy, Quill Research Associates LLC, and the Appalachia Regional Comprehensive Center
- Direct support provided to two schools at risk of not meeting GCI benchmark
- Focus on first four stages in the 7-step implementation process

RD&D Pilot: Benefits

- Office of School Improvement had a chance to see what happened on a small scale when selected schools implemented the first steps of the 7-step implementation process
- Provided valuable information for the Office of School Improvement in preparation to implement academic review process for high schools

Lessons Learned

OSI learned from the process enough to plan for high schools that are not fully accredited:

- Required schools to load initial data into VEWS within 3 weeks of receiving warned or provisionally accredited designated
- Planned initial face-to-face meeting with high school teams in small groups to focus on initial data analysis and the 7-Step process
- School teams required to complete self-assessment by November 8, 2011

Lessons Learned

OSI learned from the process enough to plan for high schools that are not fully accredited:

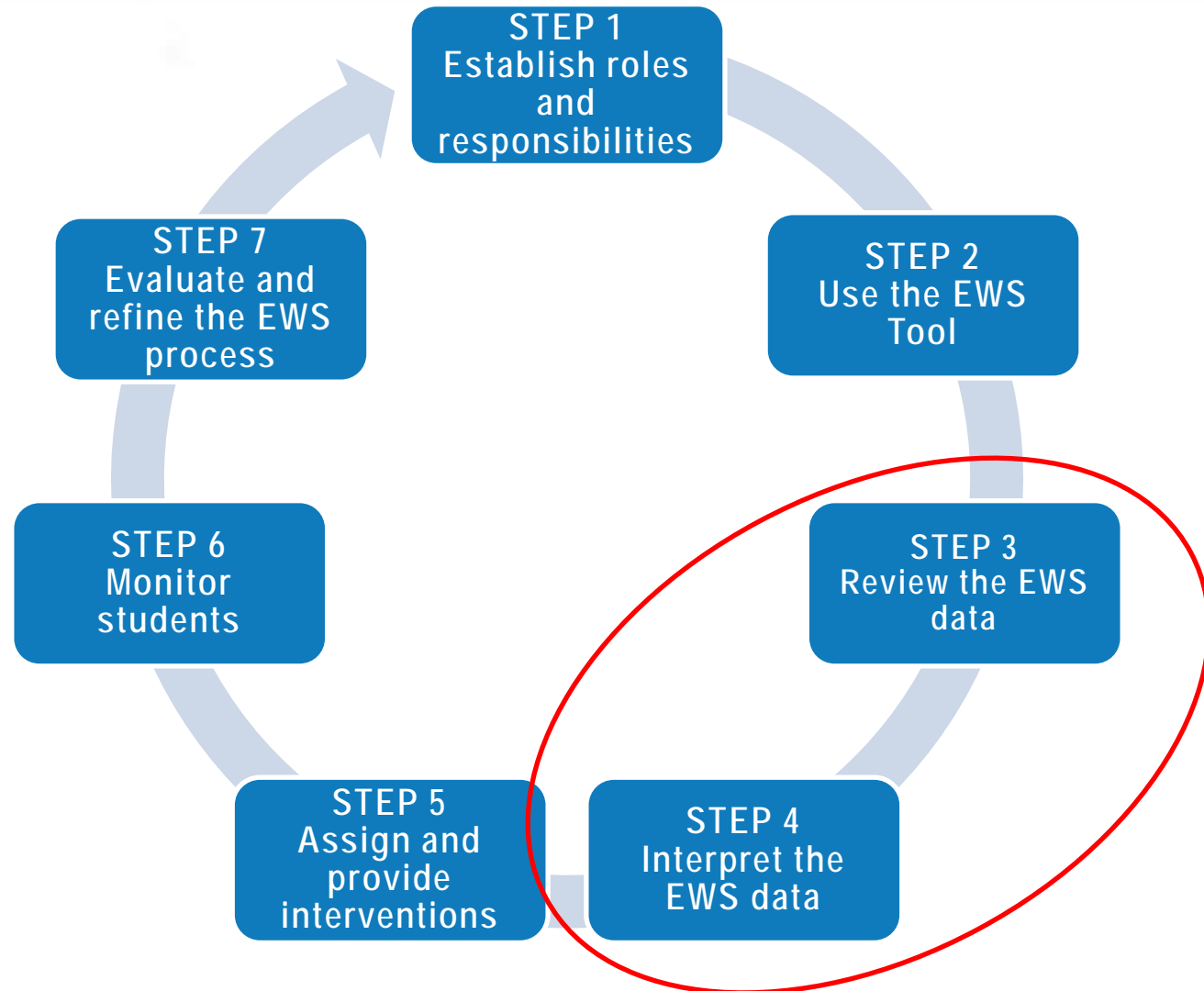
- Required that a key division level leader serve on the school team
- Required that the high school principal serve on the division level leadership team
- Identified the need to build capacity regarding research-based interventions for high school students

Successes

RD&D pilot school divisions are continuing with VEWS implementation, even when not required by accreditation sanctions

- Large, urban school identified the need for key stakeholders to be involved in the process, need for various school teams to communicate and coordinate efforts
- Small, rural school division involved key stakeholders from the beginning
 - Use of VEWS tool fueled focus on student outcomes
 - Continues to use VEWS although Fully Accredited for the 2011-2012 school year

7-Step VEWS Implementation Process



Next Steps

- DataCation* (“The Virginia Dashboard”) as a second EWS option
 - Data management system developed for VA (RFP process summer, 2011)
 - Available to all schools in VA at a cost of \$500 per school annually
 - State, division, and school thresholds can be set
 - State thresholds for grade 9 will be aligned with VEWS
 - System communicates with SIF-flat file uploads eliminated or minimized
 - Enhanced reporting and filtering capabilities

* For more information on DataCation, contact Griffin Hernandez at gfernandex@casenex.com or go to <http://www.datacation.com>.

Next Steps

- Middle Grades EWS
- State level capacity building on research-based interventions for high schools
- Development of a multi-dimensional change map (rubric) for high school reform

California Department of Education

Middle and High School Grades Early Warning and Intervention System Collaborative Project

December 14, 2011



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**California
Comprehensive
Center**

California Early Warning Intervention System (EWIS) Pilot Project

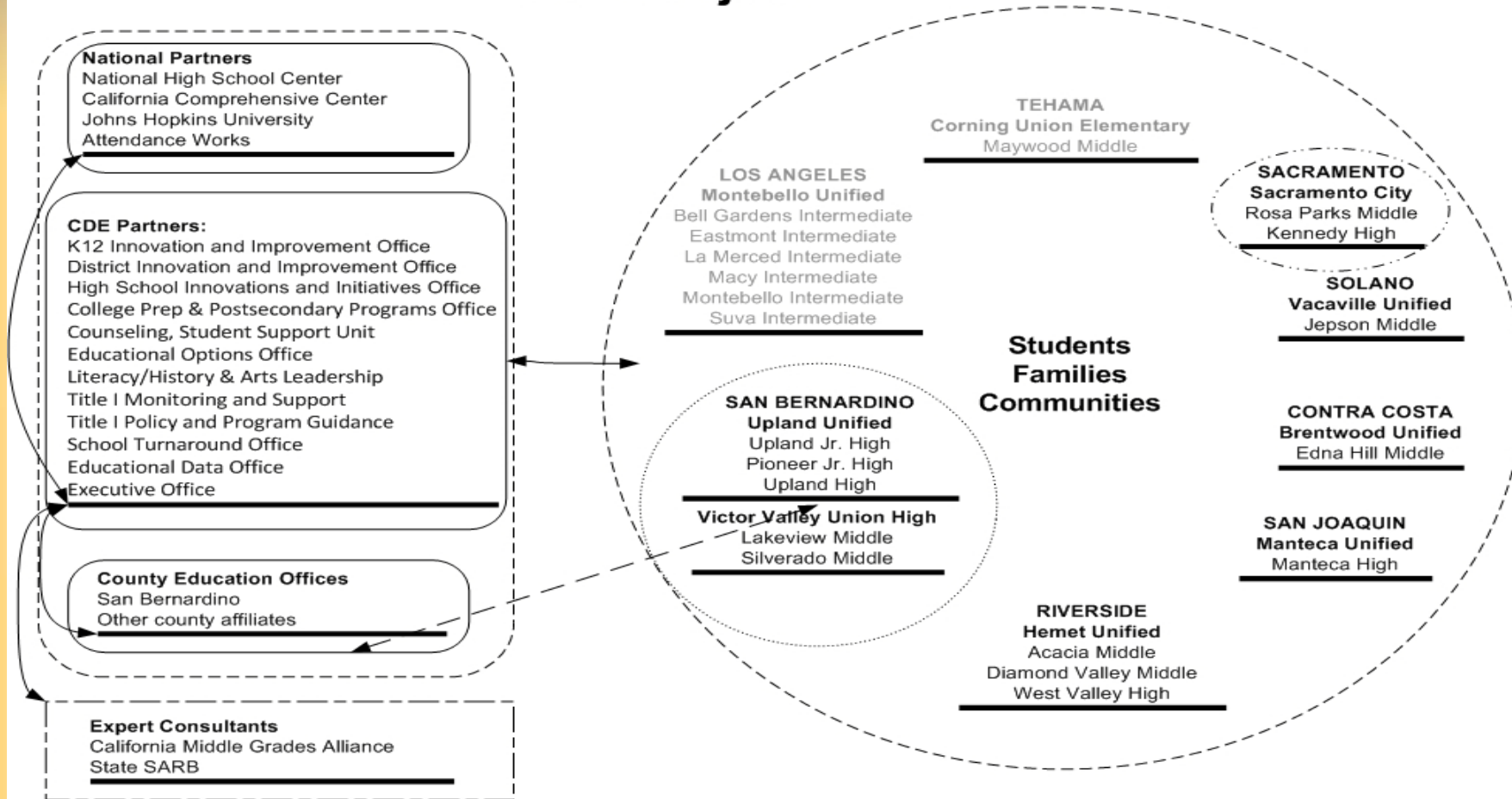
- History with the National High School Center
- Catalyst for the EWIS Project
 - California landscape
 - Opportunity
 - Middle grades research
 - Collaborative model
 - Two primary purposes:
 - Move to scale throughout California
 - Provide avenue for collaboration across states

California EWIS Pilot Project Implementation Resources

- Human resources!
 - Capacity at the California Department of Education (CDE)
 - Capacity of national partners
 - Capacity of districts/county office partners
- Time!
- Access to technology
- Reallocation of existing funding

Participants in CA EWIS Pilot Project

California's Early Warning and Intervention Systems Pilot Project



Timeline of CA EWIS Pilot Project

California's Early Warning and Intervention System Pilot Project Time Line

Summer and Fall, 2010	Research and partner exploration
Winter, 2010-11	Stakeholder discussions Middle Grades Tool Discussions EWS presentations to key internal and external stakeholders
Spring, 2011	Pilot project plan development ED approval of Middle Grades Tool development Pilot promotion Pilot project school recruitment
Summer, 2011	Recruitment, selection, training of school partners and CDE EWIS support team
Fall, 2011	School site team training Data alignment and tool integration Convene Communities of Practice Convene Regional meetings Begin tool use and data analysis

California EWIS Pilot Project Support

- Tiered approach
 - Webinars – professional learning
 - Regional meetings – face to face contact
 - 1:1 support from CDE consultant

California EWIS Pilot Project Current Status

- Participating schools are at various stages of implementation
- January regional meeting will focus on:
 - Analyzing results
 - Effective interventions
 - Goals
- Expansion of the EWIS project

California EWIS Pilot Project Lessons Learned

- It takes time, and more time than we originally thought, to:
 - Develop the new middle grades tool
 - Use and apply the tool
 - Upload student data
 - Develop school leadership/EWIS teams
- EWIS planning and implementation is a fluid process
 - Similar to action research
 - Apply, learn, and refine
- Must have support at all levels

California EWIS Pilot Project Next Steps

- Cohort 2 will start to plan and get ready in January for implementation in 2012-13 school year
- Capacity building continues
- Elementary schools will be included in EWIS
- Cohort 1 to act as coaches for Cohort 2
- Additional professional learning Webinars

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- Ron Williams, Ed.D., San Bernardino County Office of Education, ron_williams@sbcss.k12.ca.gov

Questions?

Please type questions in the Q&A box

EWS Resources and Information

- **Online EWS Community of Practice**
- **Access EWS products, tools and more:**
 - <http://www.betterhighschools.org/ews.asp>

For more information on the National High School Center, please visit us online at www.betterhighschools.org

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