Early Warning Systems Student and School Indicators

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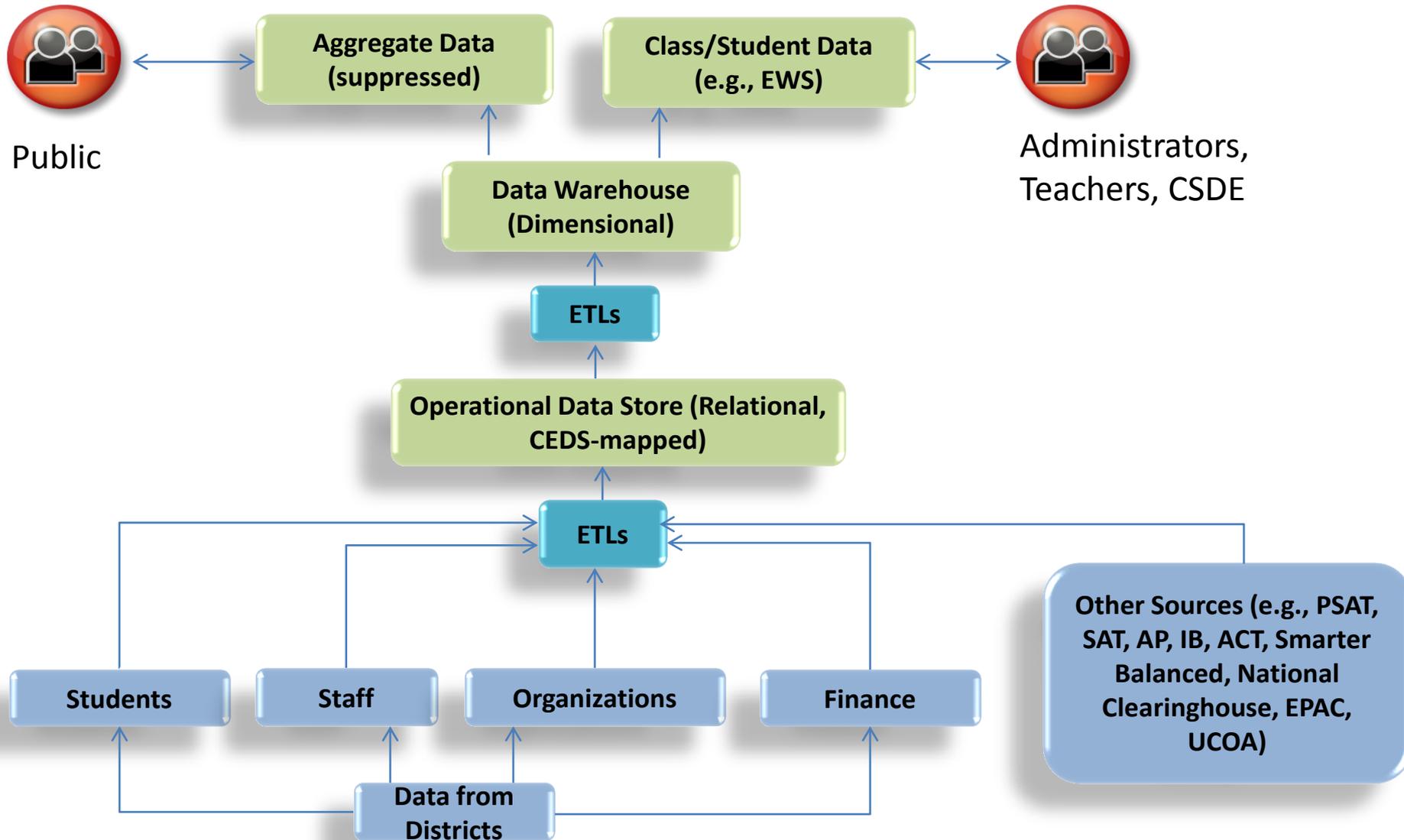**Performance Office**

May 7, 2015

What is an Early Warning System (EWS)?

- An early warning indicator system provides a methodological way of looking at students and their likelihood of meeting specific academic goals (expected student outcomes).

- An EWS is intended to be a tool for educators to use in conjunction with other data and sources of information to better target student supports and interventions.

- Traditional early warning systems were most often implemented at the high school level to help predict which students are most likely to drop out.

Why is the SDE here today?

- Describe existing state-level EWS.

- Engage in discussion about existing systems in districts.

- Identify student and school-level indicators for inclusion in a new CT-EWS.

- Obtain input from districts for the submission of a state grant to design and build a secure access vehicle for an EWS within CT's SLDS.

SLDS Components

Public

Aggregate Data (suppressed)

Class/Student Data (e.g., EWS)

Administrators, Teachers, CSDE

Data Warehouse (Dimensional)

ETLs

Operational Data Store (Relational, CEDS-mapped)

ETLs

Students

Staff

Organizations

Finance

Other Sources (e.g., PSAT, SAT, AP, IB, ACT, Smarter Balanced, National Clearinghouse, EPAC, UCOA)

Data from Districts

Existing State EWS

- California Early Warning and Intervention System (EWIS)
- Massachusetts Early Warning Indicator System (EWIS)
- Virginia Early Warning System (VEWS)
- Other States: Maryland, Oklahoma, Alabama, South Carolina, Louisiana, and Pennsylvania
- Cities: Chicago, Philadelphia, Knoxville, Nashville

Data Points in these EWS

A. Attendance

- Chronic Absenteeism (student and school)
- Tardiness (student)
- Average Daily Attendance (school)
- School Mobility - moves in a single year (student)

B. Behavior

- In-School Suspensions (student and school)
- Out-of-School Suspensions (student and school)
- Bullying/Weapons/Drug Events (school)
- School Climate/Safety (school)
- Isolation - (student)
  - e.g., SWD, ELL, Race/Ethnicity, Poverty, Open Choice

Data Points in these EWS

C. Course Performance

- Grade Retention/Over-age for Grade
- SB – ELA performance
- SB – Math performance
- CMT/CAPT – Science performance
- Early Algebra enrollment
- On-Track (credits earned each year)
- School Leadership and Extracurricular Involvement
- Academic Rigor
- Vocational Training/Work Experience
- Technology Savvy

D. Demographics

- Special Education, Race/Ethnicity, ELL
- Low Income, Urban/Rural Residence, School-wide Title I

State EWS Discussion

- Which districts are already using an EWS? (formal or informal systems)

  – How long has this system existed in your district?

  – Is your system a purchased product or internally build/designed?

- Is there a need for a statewide EWS?

  – Should a state EWS be student-focused?

  – What are your thoughts about a school-focused system? (school-wide vs. grade-level)

EWS Data Element Discussion

- Which data points are the best predictors of student persistence?

  - Are these different in elementary vs. middle/high

- Which data points are the best predictors of student achievement?

- Which data points do districts have that the state does not and/or should collect?

  - e.g., school climate survey

Discussion

- If we build a statewide EWS, and we identify, for example, students at-risk for dropping out at the end of 9th grade, what kinds of interventions already exist or need to be created to support student retention in school?

- Are these interventions something the state can help districts with or are interventions a district/school level support only?

Moving Forward

- The state intends to submit an SLDS Grant Application to support the design and build of an EWS.

    - How would you like to be involved in this work moving forward?

        - Advisory Committee?

        - Updates at Alliance Convenings

        - District Contact Information for outreach by state team

We appreciate your time and input!