Early Warning Systems (EWS): Developing and Monitoring Effective Systems and Interventions for Students at Risk of Dropping Out

June 2-3, 2015
Albuquerque, New Mexico

Resource Guide & Catalog
In this resource guide and catalog...

Introduction
to the Everyone Graduates Center
website and resources

Catalog of resources curated for
this event and available online at
www.every1graduates.org/NM-EWS
to download, print, or share

Summaries and descriptions
of publications listed online

List and brief descriptions of
resource websites, also available at
www.every1graduates.org/NM-EWS
to explore and share
Analytics

In order to enable all students in the U.S. to graduate from high school ready for college and career, it is necessary to understand the factors that impede this, as well as the most promising paths to enable it.

Toward this end, the analytic work of EGC is aimed at providing the necessary information for policymakers, advocacy organizations, practitioners, and community members to engage in more informed data-based decision making and action.

Tools & Models

Keeping all students on-track for high school graduation requires schools and school systems to innovate. Educators at every level are searching for the ideas and strategies that will turn around their struggling schools and provide all students with the academic and social supports they need to succeed. What are these ideas and strategies? What tools and models are available to support strong implementation? What impact do current innovations have on student engagement, achievement, and advancement in school?

Capacity Building

Local communities bear the cost of the Nation’s dropout crisis. They must be part of its solution. In order for this to occur, states, communities, and school districts need to develop the know-how and approaches required to successfully confront their dropout crises and enable all students to graduate prepared for adult success.

The Everyone Graduates Center will work to build local capacity to analyze the source of a community’s or state’s dropout crisis, develop effective solutions, and successfully implement and sustain them.
The mission of the Everyone Graduates Center is to develop and disseminate the know-how required to enable all students to graduate from high school prepared for college, career, and civic life.

Exemplary Efforts

States, districts, schools, communities, teachers, parents and students around the country are experiencing success and taking steps to ensure that everyone graduates. From small learning communities in New Jersey to attaining AYP in Hawaii, and from record high parent involvement in schools to district-wide efforts to improve literacy, students are benefiting from the hard work of committed educators, parents and communities. Explore these featured successes and exemplary efforts below.

Graduation Challenge

Too many of the Nation’s high school students leave high school ill-prepared for work or college; and far too many leave altogether, long before graduation day. Recent reports tell us that no more than 75% of students leave high school with a diploma. In nearly 2,000 of the Nation’s high schools, graduation is not the norm. Our goal is to provide the best data available on the size, scope, location, and characteristics of the Graduation Gap (the difference between existing graduation rates and skill levels in the Nation’s high schools and those needed to meet the economic and social challenges of the 21st Century).

Point of View

From testifying before congressional committees to letters to the editor, this section provides insight into the points of view that our researchers share in print.
Grad Nation: A Guidebook to Help Communities Tackle the Dropout Crisis

Grad Nation is a guidebook for communities that seek to improve their high school graduation and college readiness rates. It provides detailed information and tools to support reforms and enable effective community action in four key areas:

1. Rallying your community to confront the Dropout Crisis
2. Understanding the Dropout/Graduation Rate Crisis in Your Community
3. Developing Comprehensive Solutions to Crisis
4. Creating the Conditions for Lasting Improvement

Grad Nation Community Guidebook: Provides Roadmaps for Communities and States

America’s Promise Alliance (America’s Promise) has updated the Grad Nation Community Guidebook, a research-based toolkit for communities working to raise graduation rates and better support children and youth from birth through college. Created in collaboration with Civic Enterprises and the Everyone Graduates Center at Johns Hopkins University’s School of Education, the Community Guidebook offers approaches and tools that all communities—regardless of their size, location and challenges—can incorporate at any stage in their work.

Building a Grad Nation: Civic Marshall Plan (CMP) State Indices

The Civic Marshall Plan (CMP) State Indices compile significant indicators of each state’s progress in addressing the dropout challenge, using widely available national metrics at significant grade levels. The CMP State Indices provide a quick, easily understood snapshot of each state’s status in meeting the graduation challenge, tallied against important benchmarks. They also identify the areas that need improvement if the state is to achieve a graduation rate of 90 percent or higher by 2020. These indices are updated each spring in March.

Building a Grad Nation: 2013-2014 Update

This fifth annual update on America’s high school dropout crisis shows that, for the first time in history, the Nation has crossed the 80 percent high school graduation rate threshold and remains on pace, for the second year in a row, to meet the goal of a 90 percent high school graduation rate by the Class of 2020. After the Nation witnessed flat-lining high school graduation rates for three decades, rates have risen about 10 percentage points over the last 10 years. Improvements have been driven by dramatic gains in graduation rates among Hispanic and African American students. But it is in those same populations that some of the greatest challenges remain.
Beyond the Indicators provides an integrated framework that schools and districts can use to build a foundation to prevent students from dropping out. Based on a tiered public health model, this framework provides universal and school-wide practices designed to produce high attendance, positive behavior, and successful academic achievement for the majority of students. It includes implementing early warning systems that identify students at risk of dropping out, and tiered interventions to insure that struggling students stay on track to graduate.

Using Data to Keep all Students On-Track for Graduation: Team Playbook

How can educators organize middle and high schools so they provide the supports students need to keep them in school and on-track for secondary, post-secondary, and future success? Or more directly, how do we organize our schools so that students stay in school, behave appropriately, try hard, and succeed in their courses? A central lesson from secondary school reform efforts to date is that structural reforms such as small learning communities, interdisciplinary teams, and flexible scheduling create necessary but insufficient conditions for responding to the needs of all students.

The Importance of Being in School: A Report on Absenteeism in the Nation’s Public Schools

Students need to attend school daily to succeed. The good news of this report is that being in school leads to succeeding in school. Achievement, especially in math, is very sensitive to attendance, and absence of even two weeks during one school year matters. Attendance also strongly affects standardized test scores and graduation and dropout rates. Educators and policymakers cannot truly understand achievement gaps or efforts to close them without considering chronic absenteeism.

An Early Warning System

This article for practitioners summarizes work by Everyone Graduates researchers on early indicators of dropout. We note that dropping out of high school often has been viewed as an event that is mysterious and difficult to predict. Our work in Philadelphia, however, suggests that the vast majority of dropouts sent signals of being on the path to dropping out long before they finally left school. The article describes the early warning indicators that we identified for 6th graders, 8th graders, and high school freshmen.
On Track for Success: The Use of Early Warning Indicator and Intervention Systems to Build a Grad Nation

Early Warning Indicator and Intervention Systems (EWS) are an evolving strategic response to one of our Nation’s most pressing challenges: enabling all students to stay on track to graduate from high school ready for college and career. In an era of data-driven education reform, EWS are at the cutting edge. Their rapid development is a harbinger of how schools, students, educators, and communities can be empowered to use data to help children achieve their dreams for generations to come.

Early Elementary Performance and Attendance in Baltimore City Schools’ Pre-Kindergarten and Kindergarten

Early Elementary Performance and Attendance in Baltimore City Schools’ Pre-Kindergarten and Kindergarten looks at attendance in the early grades of elementary school. In particular, we focus on Pre-Kindergarten (PreK) and Kindergarten (K) and follow these young students over time, examining their pattern of chronic absence (CA) in PreK and K, and their later attendance and academic outcomes. We found that students with low attendance in both PreK and K often go on to continue to have low attendance. Also, they are more likely to be retained by grade 3 and have lower academic outcomes compared to their peers who attend school more regularly. The impact can be minimized, however.

What your Community Can Do to End its Dropout Crisis

This is a resource guide that synthesizes what has been learned over the past decade about keeping students on the graduation path. It highlights the importance of four key transition points — the early years of schooling, the transition to the middle grades, the transition to high school, and the transition to college and careers. It argues that students who successfully negotiate these transitions typically go on to graduate from high school. It demonstrates how many students may need academic and social supports to successfully negotiate these transitions and provides communities with insight into what these supports are and how they can be provided.
Preventable Failure: Improvements in Long-Term Outcomes when High Schools Focused on the Ninth Grade Year - Research Summary

In 2007, CPS launched a major effort, centered on keeping more ninth-graders on track to graduation. Freshmen are considered on track if they have enough credits to be promoted to tenth grade and have earned no more than one semester F in a core course. The effort was a response to research from UChicago CCSR showing that students who end their ninth-grade year on track are almost four times more likely to graduate from high school than those who are off track.

The district initiative promoted the use of data to monitor students' level of dropout risk throughout the ninth-grade year, allowing teachers to intervene before students fell too far behind. The diversity of strategies was notable.

Free to Fail or On-track to College:

Why Grades Drop when Students Enter High School and what Adults Can Do About It

High school course performance is a key lever for both graduation and college readiness, and ninth-grade attendance and course performance are critical for getting students on-track to graduation, yet many students struggle with the transition to high school. The Free to Fail or On-Track to College series examines the challenges students face in high school, and how schools respond to those challenges, and tackles the question if student engagement is key for high school graduation and college readiness, why do so many students put in little effort, and what can schools do to encourage student engagement in school?

The economic consequences of dropping out may continue to worsen as jobs for low-skilled workers dry up. The guide presents six recommendations for reducing dropout rates. These recommendations recognize the fact that dropping out is not always or entirely a function of the attitudes, behaviors, and external environment of the students—that dysfunctional schools can encourage dropping out. The target audience includes school administrators as well as district-level administrators. This guide seeks to help them develop practice and policy alternatives for implementation.


The EWIMS Implementation Guide is a supporting document for schools and districts that are implementing an early warning system or, specifically, the National High School Center’s Early Warning System (EWS) High School Tool. The aim of the guide and the tool is to support school and district efforts to systematically identify students who are showing signs of struggling in school (an early indicator of risk), match these students with appropriate interventions, and monitor their progress during those interventions. The guide describes an EWIMS implementation process that draws on the research on data-driven decision-making.
**Attendance Works**

Attendance Works is a national and state initiative that promotes awareness of the important role that school attendance plays in achieving academic success starting with school entry. Our goal is to ensure that every district in the country not only tracks chronic absence data beginning in kindergarten or, ideally, earlier, but also partners with families and community agencies to intervene when attendance is a problem for children or particular schools.

[www.attendanceworks.org](http://www.attendanceworks.org)

**National Center for Student Engagement**

The National Center for Student Engagement was established based on over a decade of educational research conducted by the Colorado Foundation for Families and Children. NCSE has generated many resources about school attendance, attachment, and achievement. NCSE provides training and technical assistance, research and evaluation to school districts, law enforcement agencies, courts, as well as state and federal agencies -- to name a few.

[www.schoolengagement.org](http://www.schoolengagement.org)

**Chicago Consortium of School Research**

The University of Chicago Consortium on Chicago School Research builds the capacity for school reform by conducting research that identifies what matters for student success and school improvement.

[ccsr.uchicago.edu](http://ccsr.uchicago.edu)

**Gallup Student Poll**

The Gallup Student Poll is a landmark new measure that captures the youth voice, a critical but too often missing part of the national dialogue surrounding student performance and success. The Gallup Student Poll tracks the hope, engagement, and wellbeing of students in grades 5 through 12 across the United States.

[www.gallupstudentpoll.com](http://www.gallupstudentpoll.com)

**College Readiness Indicator Systems**

The College Readiness Indicator System network, also referred to as CRIS, is a joint effort of the Annenberg Institute for School Reform (AISR) and the John W. Gardner Center (JGC) at Stanford University, and is generously funded by the Bill and Melinda Gates Foundation. We are working with five sites to help develop, expand and modify current college readiness indicator systems that identify and support young people to be college ready.

[annenberginstitute.org/project/CRIS](http://annenberginstitute.org/project/CRIS)

**College and Career Readiness and Success Center**

The College and Career Readiness and Success Center is based at the American Institutes for Research and funded through a grant by the Office of Elementary and Secondary Education.

[www.ccrscenter.org](http://www.ccrscenter.org)

**5Essentials**
5Essentials is an evidence-based system designed to drive improvement in schools nationwide. The 5E system reliably measures changes in a school organization through its survey, predicts school success through scoring, and provides individualized actionable reports to schools, districts, parents, and community partners, and training to school leadership and teachers.

uchicagoinpact.org/5essentials
New Mexico – Early Warning System Online Resources are available at: http://www.every1graduates.org/nm-ews/

For more New Mexico EWS support and resources, visit: http://www.hprec.com/index.cfm?pID=12883