

Vision: Every child in every district receives the instruction that they need and deserve...every day.

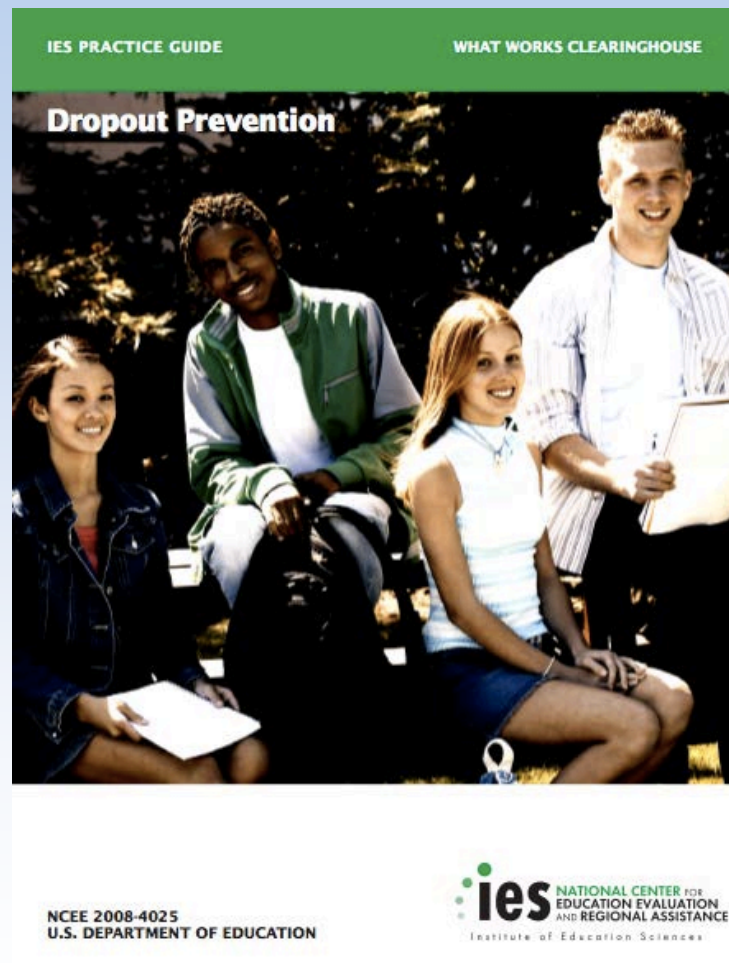
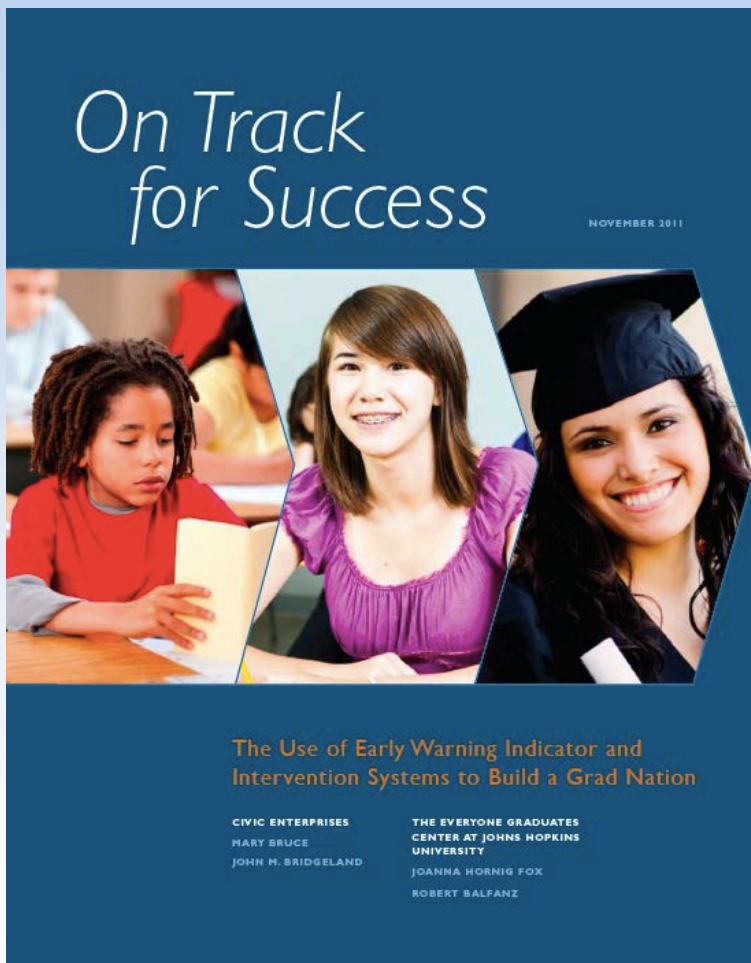
Secondary Early Warning Systems

Dean Richards
Oregon RTI Project



Oregon Response to Intervention

Research



Early Warning Systems

- A data based decision making model that allows schools and districts to **find areas of needs** in the school system and **students in need** of more support in order to find educational success with full option graduation.

**Academic failure is not
an immediate event, it is
a slow process over time**

Data Based Decision Making

- Recommendation 1: **Utilize data systems** that support a realistic diagnosis of the number of students who drop out and that help **identify individual students** at high risk of dropping out (diagnostic).



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ies NATIONAL CENTER FOR
EDUCATIONAL EVALUATION
AND REGIONAL ASSISTANCE
INSTITUTE OF EDUCATIONAL SCIENCES

www.oregonrti.org

A data system designed for...

- Rapid identification
- Rapid interventions
- Frequent monitoring
- Rapid modification

Academic Engagement

The amount of time spent engaged in academic work

“I can”

On Track for Success

Social Engagement

Identification and affiliation with school, sense of belonging, perceived social support

“I belong”

Behavioral Engagement

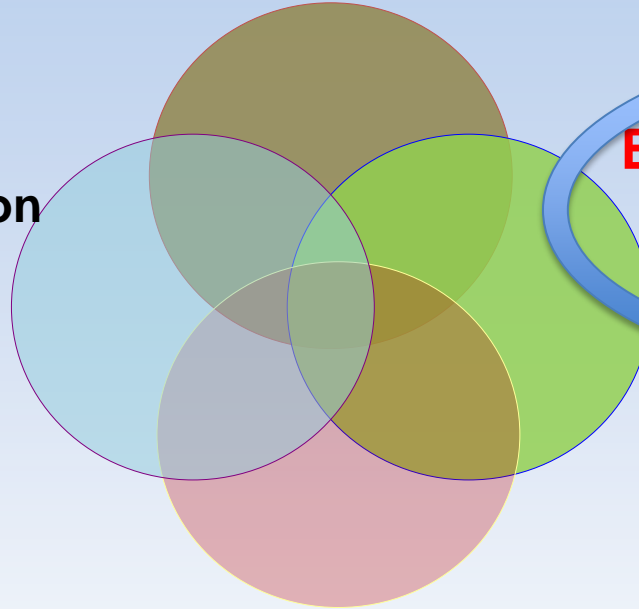
School attendance and participation in school

“I will”

Psychological Engagement

Feelings of competence and control investment in learning, self regulation, goal setting and progress monitoring

“I want to”



On Track for Success:

Summary of the Research on Predictors



Over a decade of research supports the development of EWS. Key early warning indicators and their thresholds are:

- **Attendance:** Missing 20 days or being absent 10 percent of school days;
- **Behavior:** Two or more mild or more serious behavior infractions; and
- **Course performance:** An inability to read at grade level by the end of third grade; failure in English or math in sixth through ninth grade; a GPA of less than 2.0; two or more failures in ninth grade courses; and failure to earn on-time promotion to the tenth grade.



Attendance

- Defining one....
 - One day
 - One half day
 - One period

Attendance

- Missing 20 days or missing 10% of days
- Can be determined in the first 20 days of school
- Plan for:

Tardy
Absent for specific classes
Chronically absent

Each need a different intervention

Behavior

- 2 or more Office Discipline Referrals
 - Majors or minors
- 6th graders who received poor behavior marks were found to have only a one in four chance of making it to 12th grade on time and graduating.

Rebecca Sarlo, Ph.D.

Hollie Petterson, Ph.D.

Behavior

- We are usually on top of this one because the students make us!!!!
 - How do you track this information?
 - Does the school have agreement on behavioral expectations?
 - How are expectations explained to students?

Course Performance

- 8th graders who have failed 2 classes have a 19% chance of high school graduation
 - Research from Florida
 - George Bache (Personal communication)

Course Performance

Grades/GPA/Credit Deficient

- How are students who are failing discovered?
- How are these students discussed?

Developing a District-Wide Early Warning System

- The best predictor of future failure is **current failure** and disengagement
- Assessing risk **across multiple variables** allows teams to provide early intervention and prevent disengagement from school and course failures
 - At-risk and off-track students are identified through analyzing a combination of **engagement and academic data**.
- Many students experience **course failures as a result of disengagement** (e.g., excessive absenteeism, lack of productivity, inattention)
- Systematically assessing student engagement allows schools to **identify students in need of support** before they have failed courses or acquired skill deficits related to missed instruction

Rebecca Sarlo, Ph.D.

Hollie Pettersson, Ph.D.

Middle School Risk Indicators

Academic and Engagement Indicators

- Attend school less than 80% of the time
 - Due to absenteeism or discipline issues
 - Excused or unexcused absences
- Receive a low final grade for behavior
- Fail either math or English/Reading

Retention

- 64% of students repeating a grade in elementary school eventually drop out
- 63% of students held back in middle school eventually drop out

Mobility

- Multiple schools during educational career

Rebecca Sarlo, Ph.D.

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High School Risk Indicators

Academic indicators

- GPA less than 2.0
- Course Failures
- Behind in Credits

Behavioral/Engagement indicators

- Attend school less than 80% of the time
- Consistently miss instruction due to behavioral issues
- Psychological or Social disengagement
 - Lack of peer group
 - Lack of involvement in school extracurricular activities
 - Low educational expectations
 - Lack of personal relationship with adults at school

Retention

- Retained 1 or more years

Mobility

- Multiple schools during educational career

Supporting Data

- Too much data can be problematic
- Find a balance

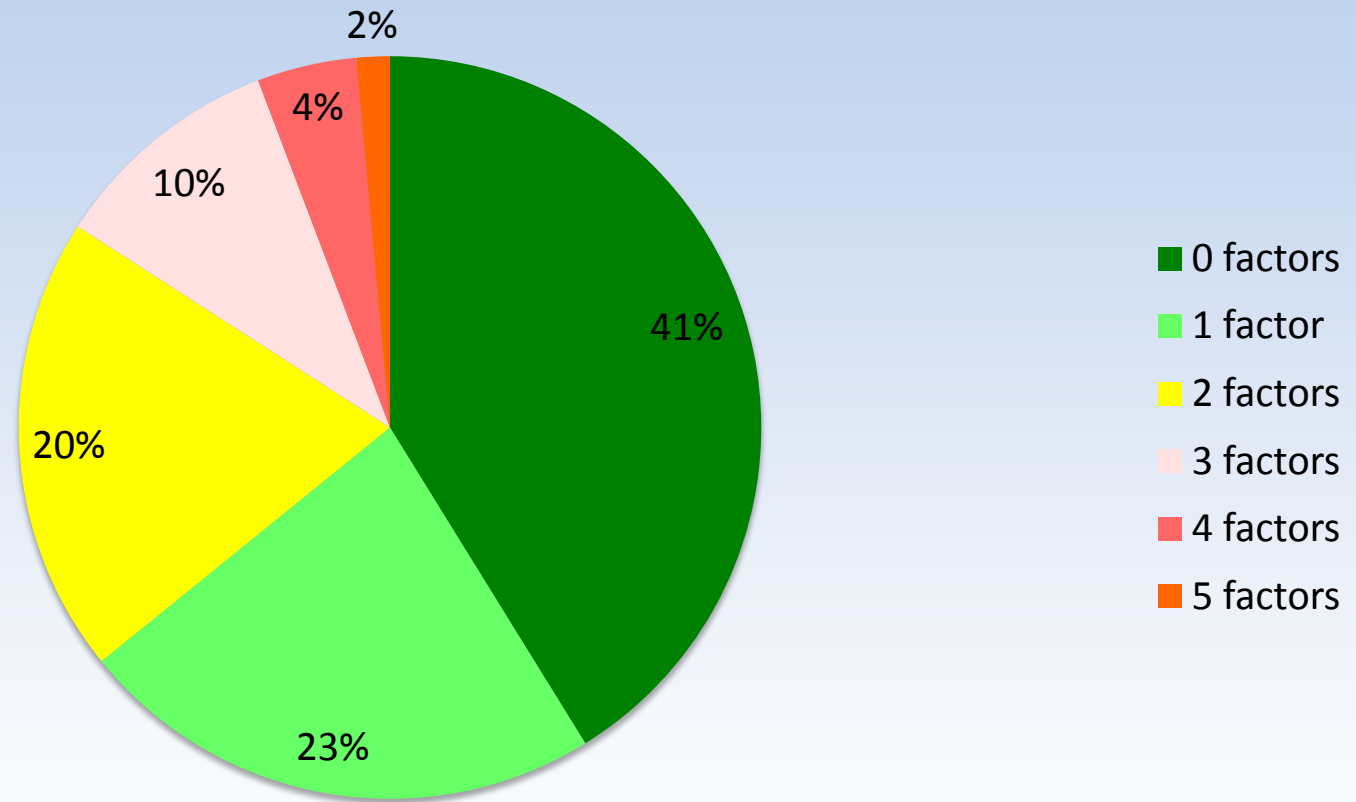
Beyond ABCs

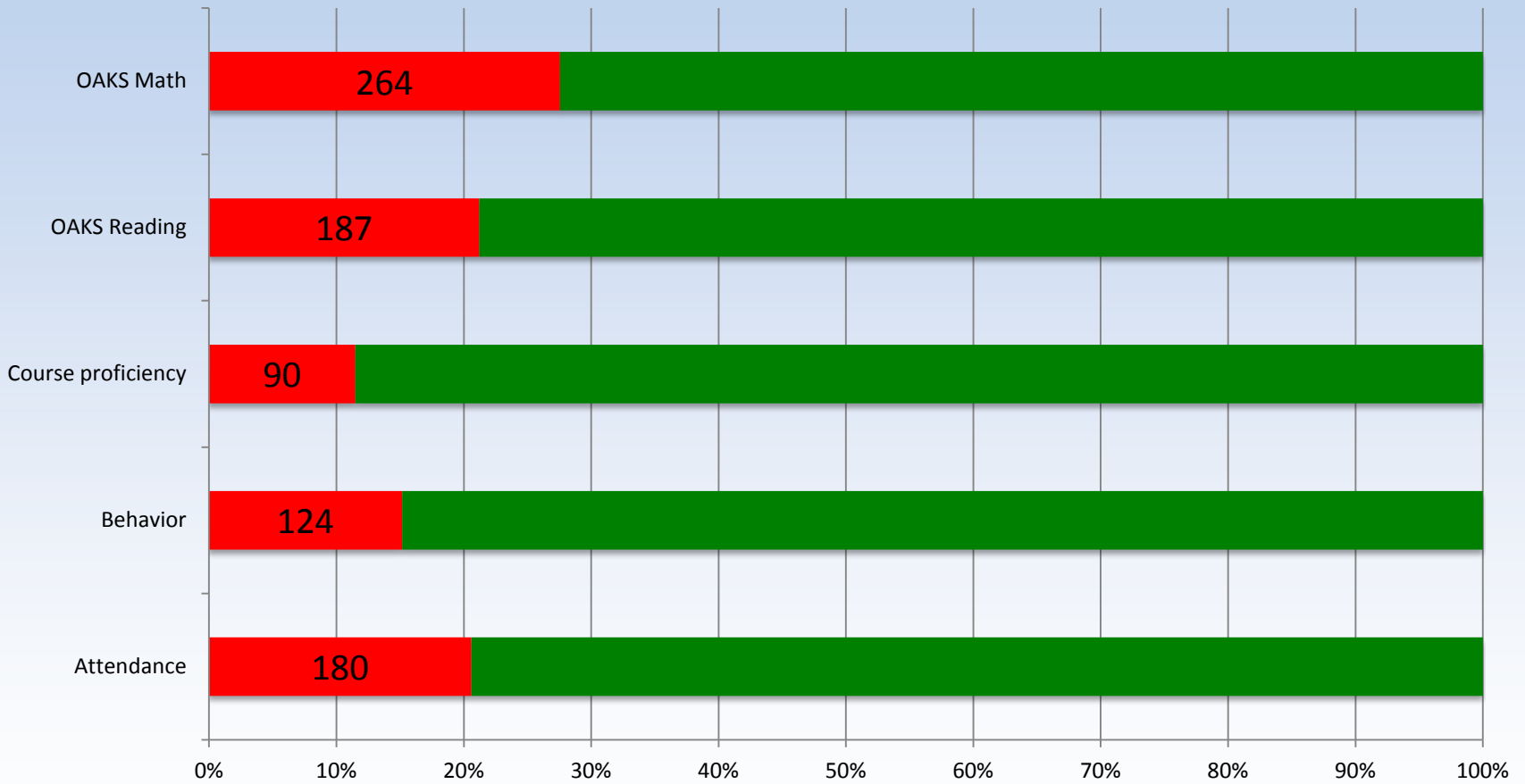
- Essential Skills
- Curriculum Based Measures
- Students Surveys
- Identifying Disengaged students

Essential Skills

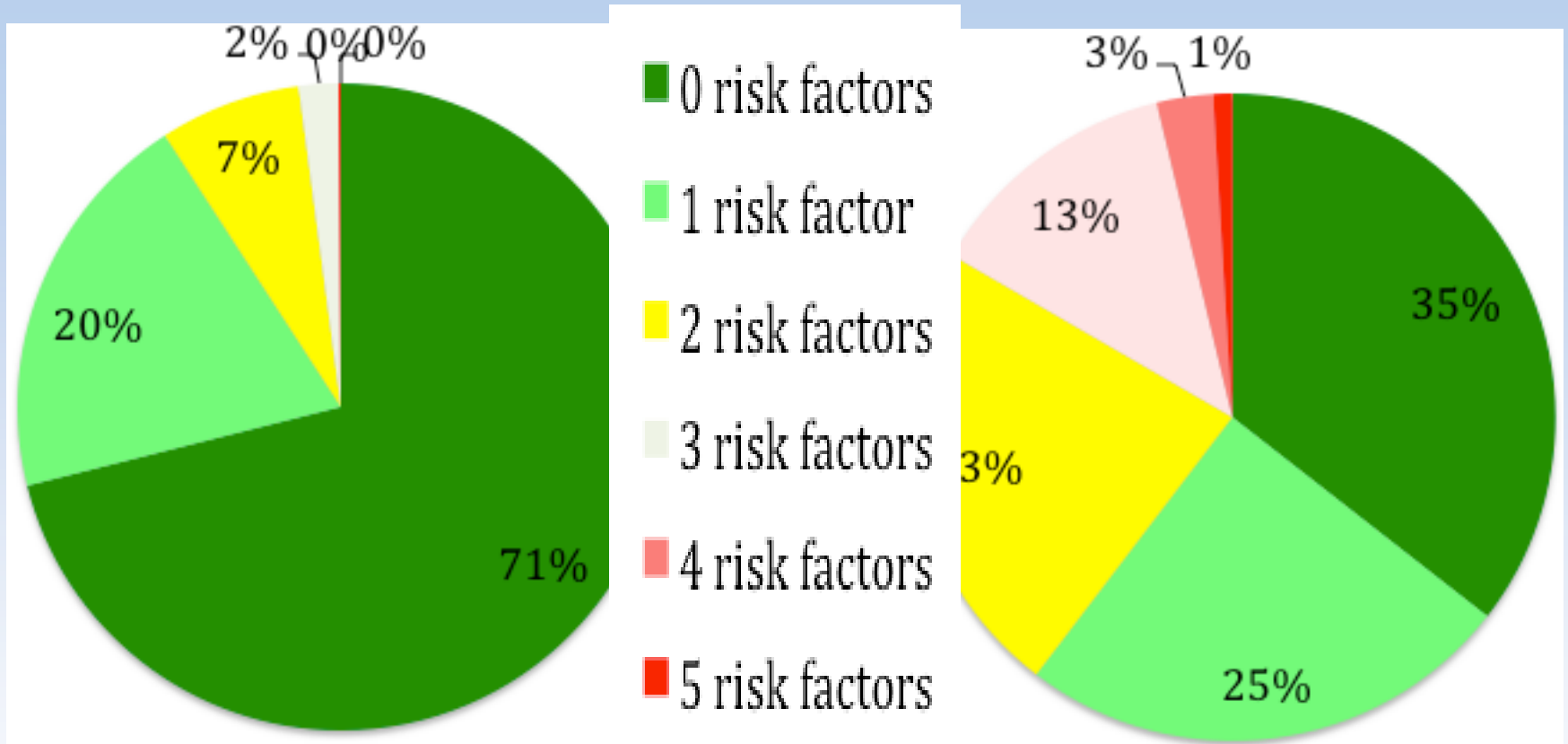
- “Nearly Meets”
 - 233 in or out of interventions?
 - Freshman: 228, 230, 232 in or out of interventions?
- Importance of grade level text
- Exit rules
 - TTSD HS: 233+, look at transcript, teacher interview, attendance

Risk Factors: Attendance, Behavior, Course Performance, OAKS Reading, OAKS Math





Attendance, Behavior, Course Performance, OAKS Reading, OAKS Math



How would your
school respond?

Questions raised by the data....

- What are your current initiatives?
 - Are you seeing success from your current/recent initiatives? What can we celebrate and keep doing?
 - Does the data support your current initiatives?(Are we working on the *right thing*?)
- What is a universal response that is necessary?

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Beyond ABCs

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Essential Features of CBM Tools

- Robust *indicator* of academic health
 - *Brief* and *easy* to administer
 - Can be administered *frequently*
- Must have *multiple, equivalent* forms
(If the metric isn't the same, the data are meaningless)
 - Must be *sensitive* to growth



Passage Reading Fluency Target Rate Norms

Grade	Fall (WCPM)	Winter (WCPM)	Spring (WCPM)
5	80-120	100-140	110-15-
6	100-140	110-150	120-160
7	110-150	120-160	130-170
8	120-160	130-170	140-180

http://www.prel.org/products/re_/assessing-fluency.htm



Fluency

importance



- Accuracy

- Prosody

- Expression
- Emphasis
- Phrasing
- Volume
- Smoothness

- Rate

- CWPM

	95%	98%	99%
The Secret Life of Bees	18.5	7.4	3.6
My Brother Sam is Dead	15	6	3
The Magic School Bus	6	2.4	1.2

The old man the vegetable garden.



What is Maze?

- Multiple-choice cloze task
 - Grade-level passage w/ every 7th word replaced by 3 word choices in parenthesis
 - Student reads silently and selects as many correct words as they can in 3 minutes

This evening I come to you with a message of leave-taking and farewell, and to share a few final thoughts with you, my countrymen.

Like every other citizen, I wish can / the / far new President, and all who will labor / allow / saver with him, Godspeed. I pray that did / the / men coming years will be blessed with peace / clamp / lodge and prosperity for all.

We now moody / stand / power ten years past the midpoint of a mermaid / scepter / century that has witnessed four major wars among / laser / press great nations. Three of these involved how / our / bin own country. Despite these holocausts America is / he / on today the strongest, the most influential day / and / lag most productive nation in the world. Understandably / Incapacitated / Quadrilateral proud of this pre-eminence, we due / nut / yet realize that America's leadership and prestige latter / depend / finale, not merely upon our unmatched material progress / amiable / hydrant, riches and military strength, but on age / how / eve we use our power in the courteous / memorized / interests of world peace and human betterment.

Progress / Admiring / Literacy toward these noble goals is persistently chalkboard / laboratory / threatened by the conflict now engulfing the livid / world / stark. It commands our whole attention, absorbs aid / our / met very beings. We face a hostile ideology / abstract / misheard global in scope, atheistic in

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Beyond ABCs

- Essential Skills
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- Students Surveys
- Identifying Disengaged students

Involving Students is VITAL!

- Secondary students who understand their current levels of performance and are active participants in setting performance goals tend to be more motivated and engaged in the learning process



Beyond ABCs

- Essential Skills
- Curriculum Based Measures
- Students Surveys
- Identifying Disengaged students

Identifying Socially Disengaged Students

- List all students names at grade levels and have adults in school initial next to students with whom they have a **personal relationship**.
 - Students with no initials by their names may be socially disengaged

Identifying Socially Disengaged Students

- Utilize a survey to identify students who are **bullied**, **alienated** by peers, or who simply perceive that they have difficulty connecting with peers

Identifying Socially Disengaged Students

- Determine which students are not actively engaged in **extracurricular activities** through the review of club and sport rosters and attendance logs

Involving Students is VITAL!

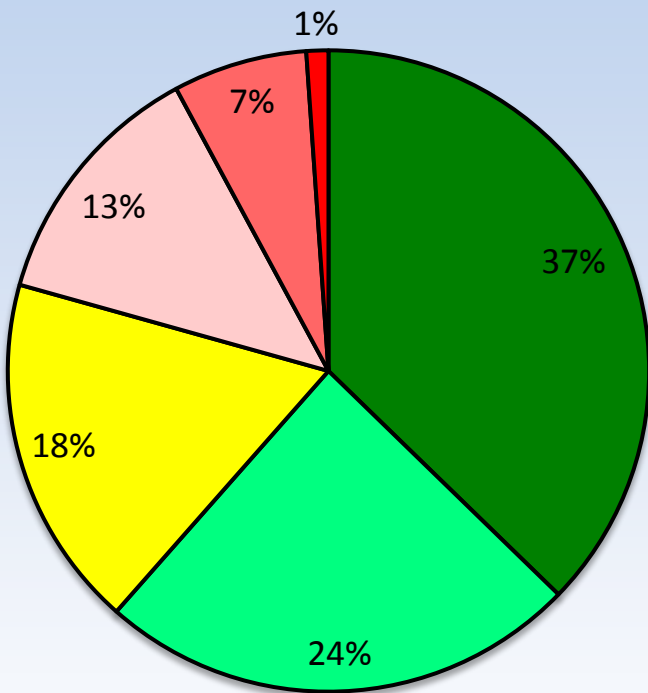
- Secondary students must be involved in the **identification of barriers** and as much as possible in the selection of **strategies to address barriers**
 - Effort spent personalizing instruction/intervention is typically well spent
- At the very least, secondary students must understand **the “compelling why”** of programming changes

Purpose(s)

Early Warning Systems serve 2 purposes:

1. Identify and place those who *may* need more support.
2. Evaluate the quality of your schoolwide instructional system

Academic Placement Rules



Academic Class

Regular class

Regular class / Watch list

Regular class + strategic intervention

Regular class + intensive intervention



Thanks

Additional Readings:

Developing Early Warning Systems to Identify Potential High School Dropouts

- http://www.betterhighschools.org/pubs/ews_guide.asp

Response to Intervention in Secondary Schools: Is It on Your Radar Screen?

- <http://www.rtinetwork.org/learn/rti-in-secondary-schools/response-to-intervention-in-secondary-schools>