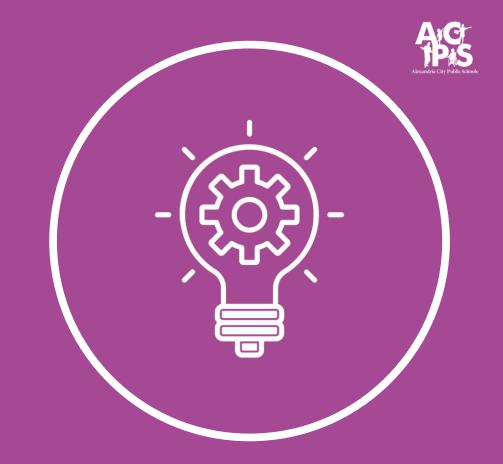
2020-2025 Strategic Plan: Equity for All

# **Early Warning Indicator System**

**School Board Meeting December 2, 2021** 













# Essential Question: What is an Early Warning Indicator System (EWIS)?

The early warning indicator system (EWIS) will be adopted by middle and high schools as a dropout prevention measure to identify students in grades 6-12 at risk of not graduating on time. The EWIS is designed to:

 Analyze division-wide academic and behavioral data to identify students in grades 6-12 at-risk of successfully attaining crucial educational milestones; thus, allowing ACPS educators to customize interventions to ensure students are afforded a path to school success.











# Early Warning Indicator System (EWIS)

- Identify students who are "at-risk" of failing to meet basic proficiency in core coursework and other behaviors that lead to dropping out of ACPS
- Enable ACPS to discern student achievement and school environment patterns that contribute to students moving "off-track" for on time high school graduation.
- Actively update student performance data at multiple intervals throughout the school year.



## **EWIS Alignment to Equity For All 2025**

**THEORY OF ACTION** - The Central Office's role is to support schools in fully implementing selected division-wide areas of focus that will increase student achievement and eliminate opportunity and achievement gaps.

#### SYSTEMIC ALIGNMENT

ACPS will ensure students have equitable access to and engagement with programs and supports that reduce barriers to learning. ACPS programs and supports will:

✓ enable students to explore and succeed in their postsecondary pathway

#### **INSTRUCTIONAL EXCELLENCE**

ACPS will ensure that all students have access to and engagement with high-quality instruction. ACPS instruction will:

- **✓** be culturally relevant
- ✓ be differentiated to students' strengths
- ✓ be responsive to students' social, emotional, and academic needs

#### STUDENT ACCESSIBILITY **AND SUPPORT**

ACPS will ensure students have equitable access to and engagement with programs and supports that reduce barriers to learning. ACPS programs and supports will:

- ✓ enable students to explore and succeed in their postsecondary pathway
- ✓ Use improvement science to identify and address root causes of historic systemic inequities.



# INNOVATIVE

# **Early Warning Indicators**

**Performance Matters** allows the cross-departmental implementation team to customize thresholds for the following measures:

- Absence/Truancy Events
- Behavior Referrals
- Course Failures
- GPA Targets
- Mobility
- Retainments
- State and Local Assessments
- Multiple Indicators



# Student Behavior Administrator Response (SBAR) Indicators

Understanding the **type of behavior** helps educators provide meaningful interventions to support students

- Behaviors that impede academic progress (BAP)
- Behaviors that are related to school operations (BSO)
- Relationship behaviors (RB)
- Behaviors that present a safety concern (BSC)
- Behaviors that endanger self and others (BESO)
- Behaviors that are persistently dangerous (BPD)











# **Expanding the Utility of EWIS**

ACPS has expanded the early warning indicator concept to monitor student progress relative to "college and career readiness" benchmarks established across the elementary, middle, and high school continuum.

- This approach allows ACPS educators to continuously intervene to ensure students achieve milestones aligned to college and career readiness competencies as a high school graduate.
- The ACPS EWIS will identify readiness indicators for fourth grade and transitional grades to middle and high school.











# Correlates to School Readiness and Success

#### **Early Childhood**

- Participation in child care and early childhood education
- Early approaches to learning
- Cognitive skills
- Positive school readiness profile
- Strong social skills ratings
- Emergent literacy
- Social emotional learning
- Attention span persistence
- Positive plan and interaction skills

#### **Elementary**

- Reading by third grade
- Strong school attendance
- Positive teacher ratings on participation and attention
- Strong social skills ratings

#### **Middle School**

- Strong school attendance
- Successfully passing ELA and Math courses and
- Meeting state proficiency benchmarks
- Social-emotional decision making skills
- Passing Algebra in eighth grade
- Meeting proficiency benchmarks on college preparatory exams
- Taking rigorous coursework



## Spring 2022: DESSA SEL Universal Screener

- Devereux Student Strengths Assessment
  - Focuses on resiliency and identifying student assets versus deficits
  - Aligned to CASEL Competencies
- DESSA-Mini Grades K-8
- DESSA-SSR Grades 9-12
- Training in development for this spring
- Planned spring administration to inform school and curricular planning for the 2022-23 school year

**Additional Information about the DESSA** 



### Benefits of the EWIS

- Engages indicators, predictors and factors strongly correlated with school success and post secondary outcomes
- Utilizes analyses of longitudinal data to identify unique division-level learner characteristics impacting school success trajectories
- Promotes an equity-focused approach to proactive and early intervention for students placed most at-risk of negative school outcomes











## **Year-1 Implementation Focus - September 2021**

The first year of implementing EWIS will establish important baseline data to guide inquiry and deeper analyses in two essential areas:

- Patterns and commonalities of learning needs and characteristics among students placed at-risk of achieving proficiency
- Effectiveness of school-based interventions implemented to improve the success trajectories of historically marginalized students











# **Next Steps/Timeline**

#### Phase 1 **September-October**

- Establish cross-departmental EWIS workgroup
- Implement analytics onboarding with technical specialists
- Migrate and integrate student data migration

#### Phase 2 **November-January**

- Establish early warning indicators/thresholds
- Implement analytics onboarding with technical specialists
- **Develop** implementation plan

#### Phase 3 **February-March**

- Initiate EWIS Pilot
- Collect, analyze staff usability feedback



# Questions?



**Superintendent** Dr. Gregory C. Hutchings, Jr.

**School Board** Meagan L. Alderton, Chair Veronica Nolan, Vice Chair

Cindy Anderson Ramee A. Gentry Jacinta Greene Margaret Lorber Michelle Rief Christopher A. Suarez Heather Thornton