# Felicia Walker

Felicia Walker, MEd EDS - has served as a Senior Instructional Facilitator with Talent Development Secondary (formerly of Johns Hopkins University) for the past 8 years. She has over 20 years of experience in educational leadership and administration, alternative education, drop-out prevention and school transformation. She is also known as an Early Warning System Expert Facilitator and Trainer. Working in partnership with state departments of education, districts and school leadership teams, Mrs. Walker customizes technical assistance that transforms the culture and climate of K-12 schools – academically and socially- and prepares staff and students for future success. Mrs. Walker is a contributing author of a manual titled: "Indicators & Interventions: A Practical Manual for Early Warning Systems," and co-created a micro-credentialing certification process for an Early Warning Systems (EWS) Certification program. She currently resides in Jacksonville, FL with her husband and teenage daughter.

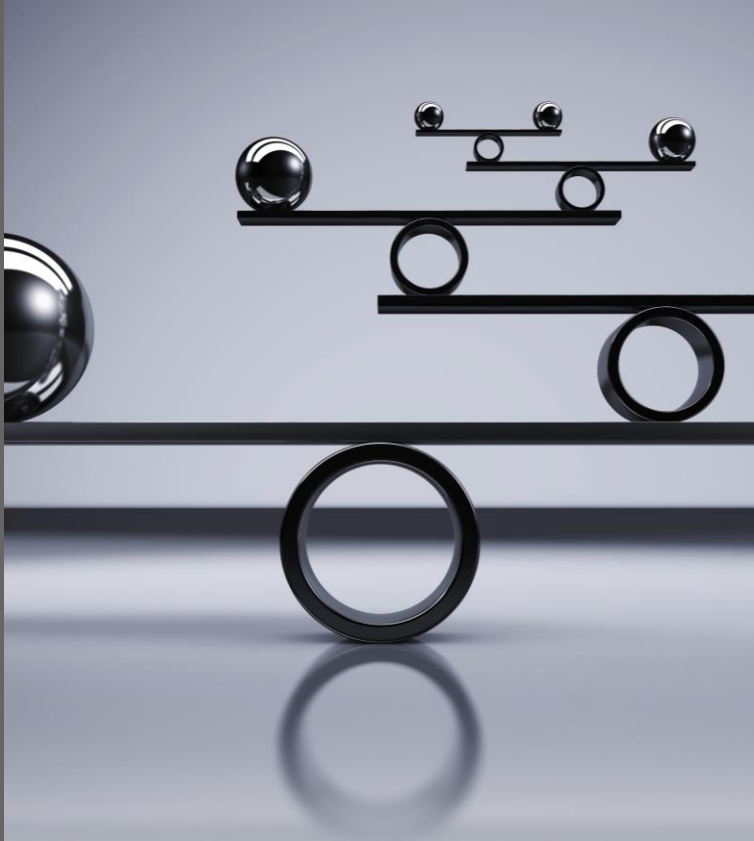# USING AN EARLY WARNING SYSTEM (EWS) TO ADDRESS ATTENDANCE

By: Felicia Walker

Talent Development Secondary (TDS)

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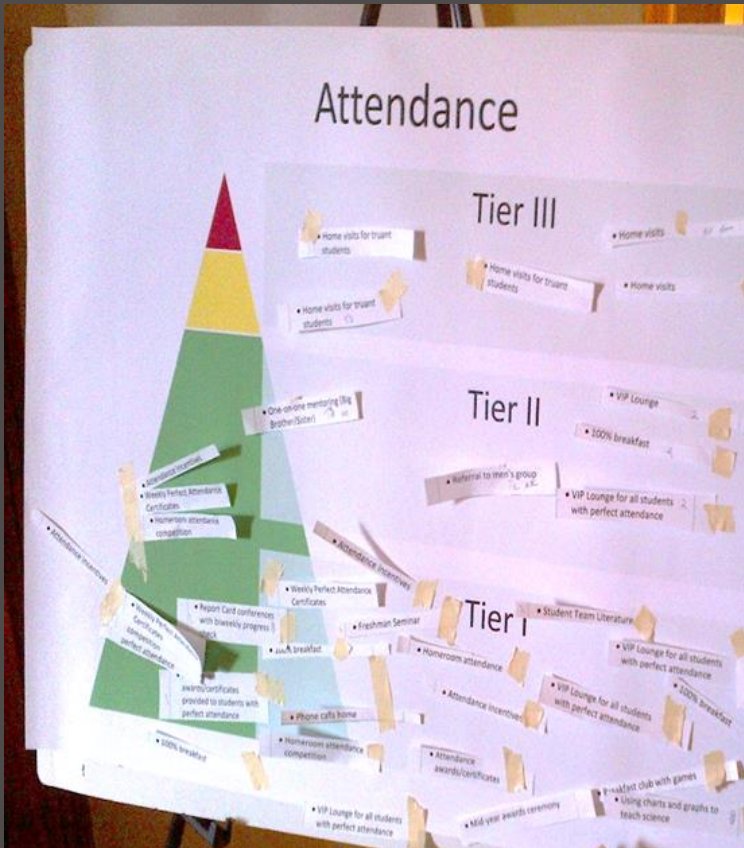
AGENDA

- Overview of EWS

- Unpacking Attendance
  - Identify
  - Diagnose
  - Intervene
  - Monitor
  - Evaluate

- Summary

- Next Steps

EARLY WARNING SYSTEM

The U.S. Department of Education (USDOE) defines an early warning system as a system based on **student data** to **identify** students who exhibit behavior or academic performance that puts them **at risk of dropping out of school,** including chronic absenteeism.

Early warning systems help schools and districts, pinpoint **student achievement patterns** and **school climate issues** that may contribute to students dropping out of school.

EWS Modified

EWS Indicators (Pre-COVID)

- **Attendance** – Are they showing up?

- **Behavior** – Do they behave when they're there?

- **Course Performance** – Do they do and understand the work?

EWS Indicators (COVID)

Attendance –
- What is our attendance taking process?
- What is the status and stability of student/family connectivity?

Behavior –

<u>Quantitative</u>

Time-on-task

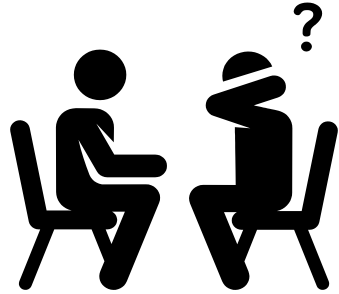Rate of completion

<u>Qualitative</u>

Engagement

Cameras on and in-focus

Course Performance –

-What are your **grading practices**?
- Collect Raw Data for both systems
- Rate of Completion
- Level of Mastery relative to standards and expectations

Leveraging SEL Data and Indicators

Data to support root cause analysis may include shared human insights, testing data and SEL data.

SEL data and indicators can inform the quarterly Tiered Interventions analysis and lead to retiring, expanding or developing interventions.

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KEYS TO USING EARLY WARNING SYSTEMS IN SCHOOLS

- **It Takes a Team with Time and Facilitation**
  Individual teachers cannot do it alone. No silos.

- **Put Students First** - rapid identification is important, but so is building on student strengths; Ready access, at the classroom level, to on- and off-track indicators (the ABCs);

- **It Takes Easy-to-Access, Timely, and Actionable Data**
  Regular time to analyze the data, pool adult knowledge about students, and leverage existing adult-teacher relationships; School time is precious and needs to be used for analysis and action, not data assembly.

- **It Takes a Multi-tiered Intervention System**
  Design systems that respond to student behavior well before triggers for the more intensive interventions are reached; An organized response system that can act upon early warning data in both a systematic and tailored manner.

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GOOD EARLY WARNING SYSTEMS COMBINE ACCURATE
AND USEFUL INDICATORS WITH EFFECTIVE
MULTI-TIERED STUDENT SUPPORTS (EX. PBIS)

GOALS-ATTENDANCE

- **A Clear, Shared, and Identifiable Goal**

- **A Plan for Using Data to Monitor Progress**

- **Grade Level-Based Efforts to Improve Attendance**

- **Incentives, Rewards, and Recognitions**

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ATTENDANCE FOR SUCCESS ACT

- Attendance Improvement Plan

- Attendance Team

- Early Warning System

- Tiered Data Informed System

- Whole School Prevention Strategies and Tiered Interventions

WHY STUDENTS DO NOT ATTEND SCHOOL...

Cannot attend - Something prevents them from attending school

- <u>Examples</u>: Illness, family responsibilities, housing instability, the need to work or involvement with the juvenile justice system

Will not attend - Avoiding something at school or on the way to/ from school

- <u>Examples</u>: Bullying, unsafe conditions, harassment or embarrassment

Do not attend - Education is not valued

- <u>Examples</u>: Students or Parents do not see the importance of attending school, rather be somewhere else, nothing stops them from skipping school

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WHAT WORKS?
IMPLEMENTING A MULTI-TIERED AND MULTI-SECTOR SYSTEM

- Measure and Monitor

- Understand and Analyze

- Act and Continually Improve

- At the Scale and Intensity Required

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ONCE A STUDENT IS CHRONICALLY ABSENT YOU NEED TO EITHER SOLVE A PROBLEM OR CHANGE A BEHAVIOR TO ADDRESS IT.

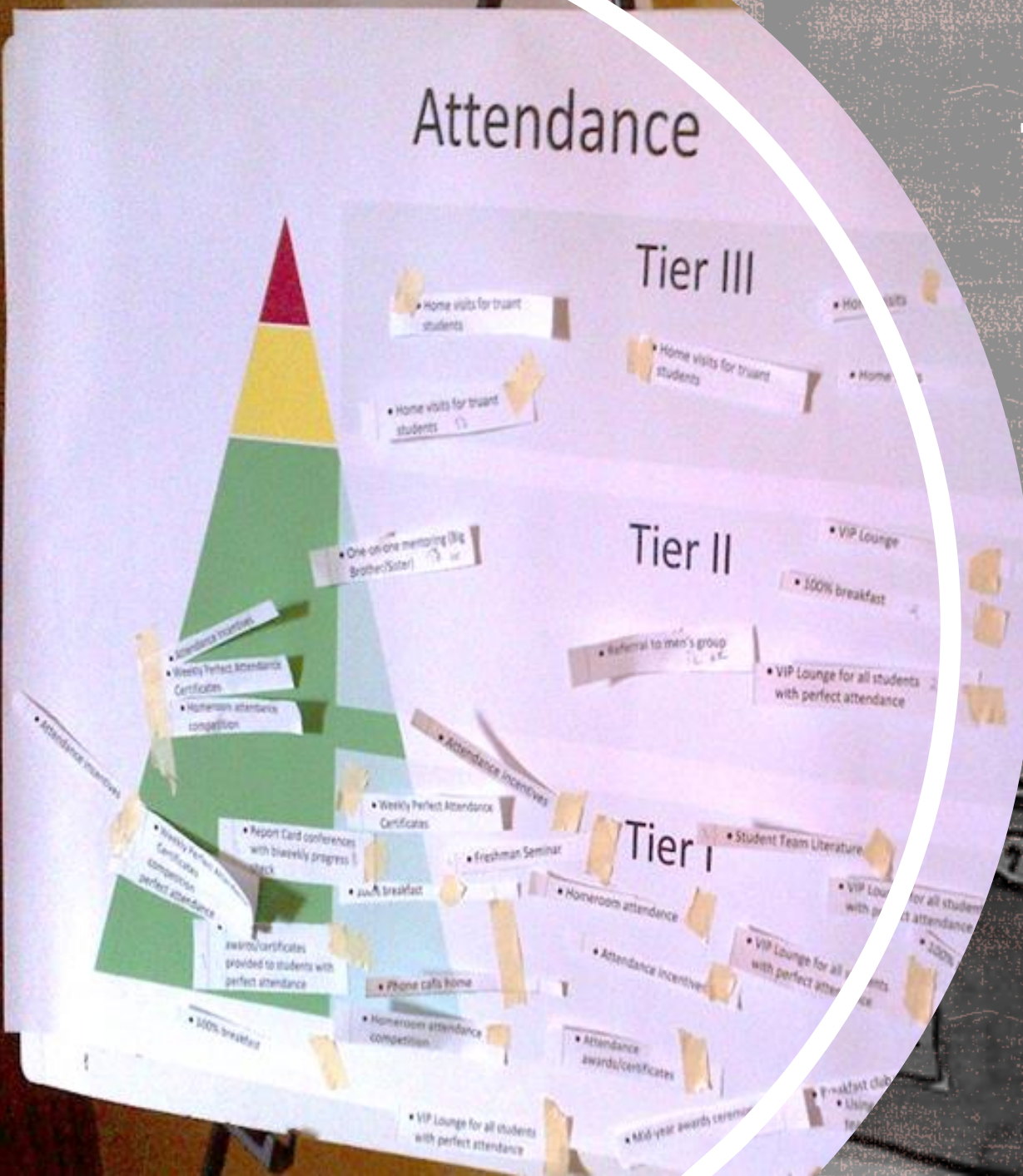THIS IS HARD TO DO WITHOUT A POSITIVE RELATIONSHIP WITH THE STUDENT AND HIS/HER FAMILY.

UNPACKING ABSENTEEISM

- Identify
- Diagnose
- Intervene
- Monitor
- Evaluate

EARLY ATTENDANCE INTERVENTIONS

TIER 1: SCHOOL WIDE

School program that emphasizes the importance of attending school

- Ex. Poster contest for all ages displaying the importance of attendance
- Ex. Video contest on "Why attendance matters" or "Why school is cool"

Track attendance accurately in the classroom - Teachers document attendance daily

First absence of student - Have an adult ready to address the absentee

Weekly/Monthly Incentives for perfect attendance - Pizza Party/field trips

- Ex. Attendance Month Competition between classrooms, grade levels, or local schools to see who could best improve their attendance

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Early Interventions

REFLECT ON YOUR CURRENT SCHOOL SITE/DISTRICT AND DISCUSS THE FOLLOWING QUESTION:

HOW ARE STUDENTS WITH CHRONIC ABSENTEEISM IDENTIFIED AND COUNSELED?

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FOCUS ON ABCS – ATTENDANCE

- Create programming that compels students to come to school, e.g., most-engaged secondary students often found in cognitively rich activities that combine teamwork with performance (Robotics, debate, drama, chess etc.)

- Build an <u>attendance problem-solving capacity</u> into schools and districts.

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DIAGNOSE

Examine **ALL** attendance data from multiple sources - proficiency tests, behavior assessments, resiliency scores, college readiness, and past interventions to build individual student, grade level, and whole school data profiles.

"WITHOUT DATA, ALL ANYBODY HAS IS AN OPINION"

-Edward Deming

| ID	FirstName	LastName	SPED	Attendance		Behavior		ELA		Math	
				Prvs	Q1	Prvs	Q1	Prvs	Q1	Prvs	Q1
41539	Wilbur	Auyeung	Y	98%	98%	6	3	C	F	D	F
303485	Joslyn	Bigley	N	91%	91%	0	0	D	C	C	F
303437	Carmina	Blakes	N	86%	81%	5	4	C	F	C	F
44722	Clinton	Dehner	N	83%	87%	0	6	D	F	D	F
43322	Arla	Boren	Y	82%	90%	4	4	D	F	F	F
304911	#Donette	Samualson	N	94%	92%	11	3	D	F	C	D
45522	Mi	Cairns	N	92%	90%	0	6	F	D	C	D
303331	#Rick	Erics	N	84%	86%	0	0	D	C	B	D
303308	#Felicia	Johnson	N	83%	81%	5	6	C	C	A	D
303381	Karena	Beatrice	N	60%	67%	10	11	F	F	A	D
303433	Lynetta	Cahill	N	99%	98%	0	0	F	F	D	C
303865	Angele	Bickel	N	97%	96%	9	8	D	F	D	C
303562	Maya	Bodie	Y	86%	81%	0	4	F	F	B	C
42480	Kaylene	Cronk	N	83%	85%	4	1	D	F	C	C
303871	Sandie	Demott	N	83%	87%	0	0	C	C	C	C
303441	Fairy	Bruss	N	81%	84%	10	11	D	F	C	C
45187	Joey	Brittan	N	96%	97%	0	11	B	C	D	B
44669	Mira	Boyette	N	90%	96%	0	8	F	F	B	B
304822	Monnie	Croker	N	90%	89%	6	3	D	D	C	B
303556	Juliet	Appling	N	88%	92%	0	0	D	D	D	B
40486	#Terry	Adrians	Y	90%	89%	11	3	A	B	D	A

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Goal _____

Douglass High School
October 2020   Attendance Chart

Academy / Team: _____
Homeroom / Class #:_____

Percentage of students in attendance

	100
	95
	90
	85
	80
	75
	70
	65
	60
	55
	50
	45
	40
	35
	0

Date	10/1	10/2	10/3	10/4	10/5	10/8	10/9	10/10	10/11	10/12	10/15	10/16	10/17	10/22	10/23	10/24	10/25	10/26	10/29	10/30	10/31

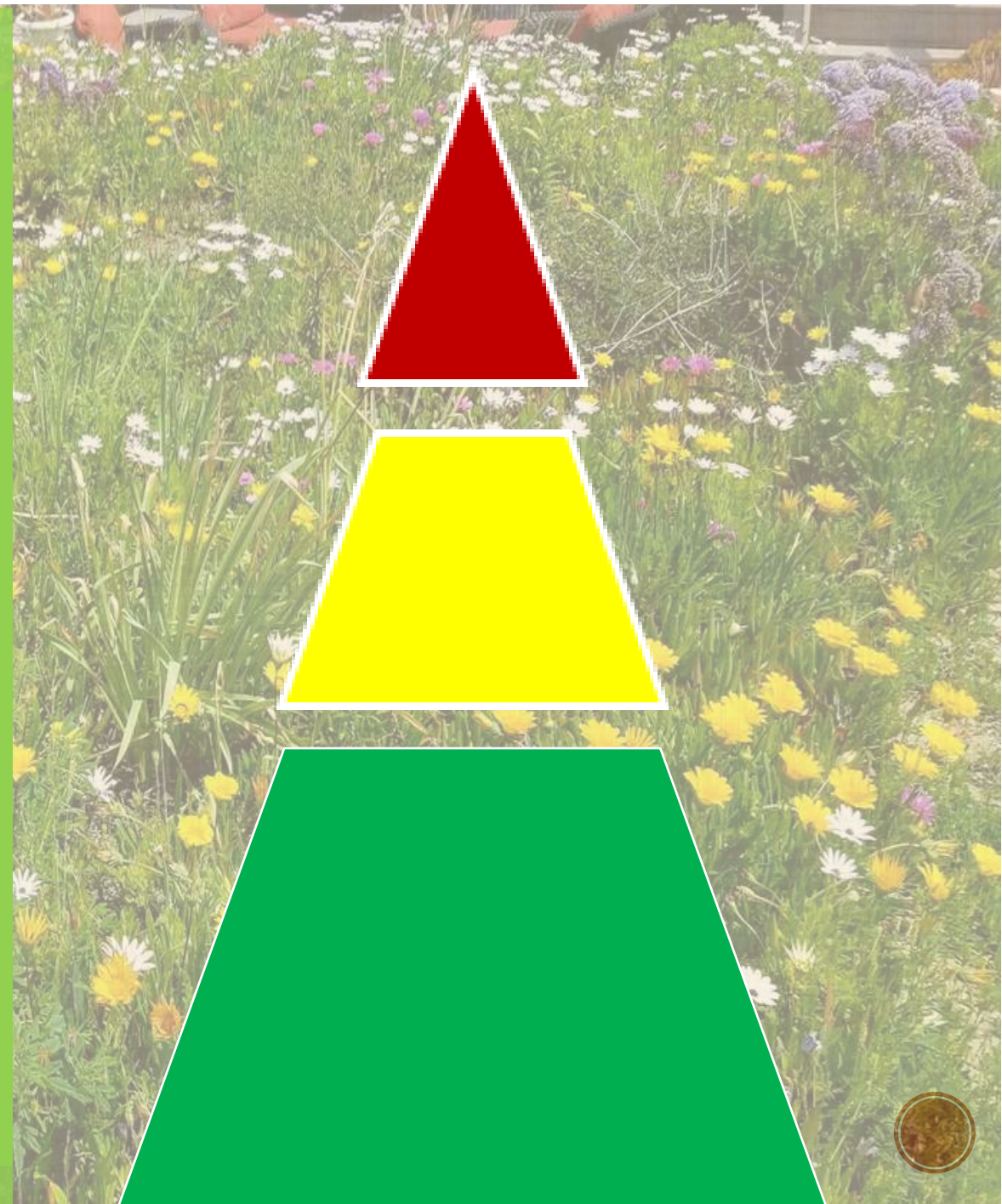Talent Development SECONDARY
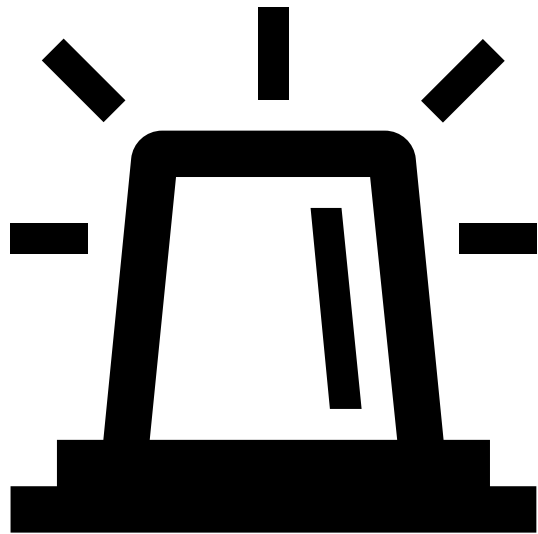
INTERVENE

Design initiatives and supports. High needs students are discussed at teacher team meetings. Use a tracking system to provide a space to organize intervention information alongside ABC data to assess impact.

Sample Resource Map

	Tier I Whole school	Tier II	Tier III Most Intensive
Attendance	• Weekly attendance recognition • Perfect attendance celebration (monthly) • Team competition for attendance	• Check and Connect • Wake up calls • Buddy System with another student • Recognition for improved attendance	• Home visit by counselor • Individual contract with student and parent
Behavior	• Cardinal Cash (Caught you doing something good) • Freshman Seminar lessons • Academy meetings • Outside Speakers	• Peer Mediation group • Daily Behavior contract • In-class interventions (seating, pairing, activity	• PREVENTION – Gang intervention group in the neighborhood • Visit one on one with social worker • Individual counselor sessions

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INTERVENTION LIST

Academic	Behavioral/Emotional	Attendance	Family
• Tutoring (Teacher) • Tutoring (Peer) • Watchtower • Teacher Mentor • Student Conference • Parent Conference • Data Collection from all teachers • Classroom Modifications • Tracking Sheet • Reward System • Organization Skills • Referral to the Counselor/Social Worker • 504 Plan • PSE Referral • ESL screening • Speech/Hearing Assessment	• Tracking Sheet • Teacher Mentor • Silent Mentor • Leadership Role • Referral to the Counselor/Social Worker • Drug and Alcohol Assessment • Referral for Support Groups • Conflict Resolution /Peer Mediation • Nurse Referral • Extra Curricular Activities • Mental Health Screening • Referral for Counseling /Therapy • Outside Services	• Student Conference • Parent Call • Parent Meeting • Mentor • Incentives • Disciplinary Action • Citation/Magistrate • Attendance Letters • Citation/Magistrate • TEP Meeting • SAP Referral • Home Visit	• Parent Phone Call • Parent Conference • Referral to Counselor/SW • SAP Referral • CYF Referral Childline • Referral to Outside Services • Home Visit

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| | A | B | C | D | E | F | G | H | I | J |

TIER 1

ATTENDANCE		BEHAVIOR		COURSE PERFORMANCE		INT... CE...
Accountability, Reflection, and Responsibility	*Enrichment and Exploration*	*Accountability, Reflection, and Responsibility*	*Enrichment and Exploration*	*Accountability, Reflection, and Responsibility*	Principals List/Wall Display	
Academy/Town Hall Meetings	Field Trips	Goal Setting	Anti-Bullying Campaigns	Data Walls	Student Council/Student Government Assoc.	
Data Walls	Parent education workshops	Reflection Room	Climate Calendar	Phone Calls Home	*Enrichment and Exploration*	
Orientation/Parent Night	School Pledge	Student Handbook	Days of Peace	Prohibitive Notes Home	College Field Trips	
Phone Calls Home	School Spirit Day		Monthly Character Campaigns	Report Card Conferences	Community Service	
Student Handbook	*Effort and Motivation*	Virtue Lessons	School Climate and Culture Lessons	Virtue Lessons	Advisory Periods	
Academic Skills		*Academic Skills*	*Effort and Motivation*	*Academic Skills*	*Effort and Motivation*	
	Awards/ Certificates classroom/ academy/ grade, etc.)	Freshman Seminar (Social Skills)		100 Book Challenge		
Student Clubs		Mastering the Middle Grades (Social Skills)	Caught Doing Something Good		Accelerated/Honors Work	
Exit Slips	Dollars Systems	Report card conferences	Certificates	Exit Slips	Caught Doing Something Good	
Connection and Collaboration with School Staff and Peers	Homeroom attendance displays	*Connection and Collaboration with School Staff and Peers*	Data Walls	Extended block for core courses	Certificates/Awards	
National Network of Partnership Schools	Parties/ Celebrations/ Socials	Academy/Town Hall Meetings	Dollars System	Interactive notebook	Dollars System	
Afternoon Announcements- announcing daily attendance	PBIS	Adult Mentors	Positive Notes Home	*Connection and Collaboration with School Staff and Peers*	Leadership Opportunities	
Assemblies/Rallies	Perfect Attendance wall display (monthly)	Afternoon Announcements	Success Highways	Afternoon Announcements	Honor Roll Breakfast	
Morning Greeting	Students of the Month	Assemblies/Rallies	PBIS	Assemblies/Rallies	PBIS	
Parties/Celebrations/Socials	VIP Lounge	National Network of Partnership Schools	Student of the Month	National Network of Partnership Schools	Students of the Month	
Student Council/Student Government Assoc.	Weekly attendance recognition	Student Council/Student Government Assoc.	Uniform Incentives	Student Voice activities		

ATTENDANCE		BEHAVIOR		COURSE PERFORMANCE		INT... CE...
Accountability, Reflection, and Responsibility	Peer Wake-up Call/Messages	*Accountability, Reflection, and Responsibility*	Meeting With Family	*Accountability, Reflection, and Responsibility*	Study Buddies	
Boys/Girls Groups	Student Meeting with Teacher Team	Behavior plans	Peer Mediation	Contracts/Goal setting and reflection	Teacher Team Meeting with Student	

ATTENDANCE

TIER 1	Accountability, Reflection, and Responsibility	Enrichment and Exploration
	Academy/Town Hall Meetings	Field Trips
	Data Walls	Parent education workshops
	Orientation/Parent Night	School Pledge
	Phone Calls Home	School Spirit Day
	Student Handbook	Effort and Motivation
	Academic Skills	Awards/ Certificates
	Student Clubs	Competitions (by homeroom/ classroom/ academy/ grade, etc.)
	Exit Slips	Dollars Systems
	Connection and Collaboration with School Staff and Peers	Homeroom attendance displays
	National Network of Partnership Schools	Parties/ Celebrations/ Socials
	Afternoon Announcements- announcing daily attendance	PBIS
	Assemblies/Rallies	Perfect Attendance wall displays (monthly)
	Morning Greeting	Students of the Month
	Parties/Celebrations/Socials	VIP Lounge
	Student Council/Student Government Assoc.	Weekly attendance recognition

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ATTENDANCE

TIER 2		
	Accountability, Reflection, and Responsibility	Peer Wake-up Call/Messages
	Boys/Girls Groups	Student Meeting with Teacher Team
	Check Bus Pass/Transportation Issues	Student Suspension Recovery Program
	End of Day Check-In	Truancy Officer
	Individualized Goal Setting	*Enrichment and Exploration*
	Progress letters sent home (5, 10, 15 days)	Mentoring
	Short Term Goals	Parent Workshops
	Academic Skills	*Effort and Motivation*
	Service Learning Projects	Daily Contract
	Connection and Collaboration with School Staff and Peers	Morning Plan
	Buddy System	Parent Meeting
	Coach/Advisor/Mentor Follow-Up	Phone Calls Home/Positive Phone Calls Home
	Counselor meeting	Recognition for improved attendance
	Home visits	
	Lunch Buddies	
	Community Cooperation Program (Daytime truancy prevention)	
	One-on-One's	

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ATTENDANCE

TIER 3	Accountability, Reflection, and Responsibility	Enrichment and Exploration
	Individual contract with student and parent	Suspension Recovery Program
	Social Worker	Effort and Motivation
	Truancy court referrals	Attendance Letter
	Academic Skills	Tardy Zone
	Parent-Teacher conference	Alarm Clock
	Connection and Collaboration with School Staff and Peers	
	Case Management	
	Home visits	
	Outside Referrals/Family Support Programs	
	Mentoring/Tutoring with School Resource Officer	
	Brown Bag Lunch with Principal	

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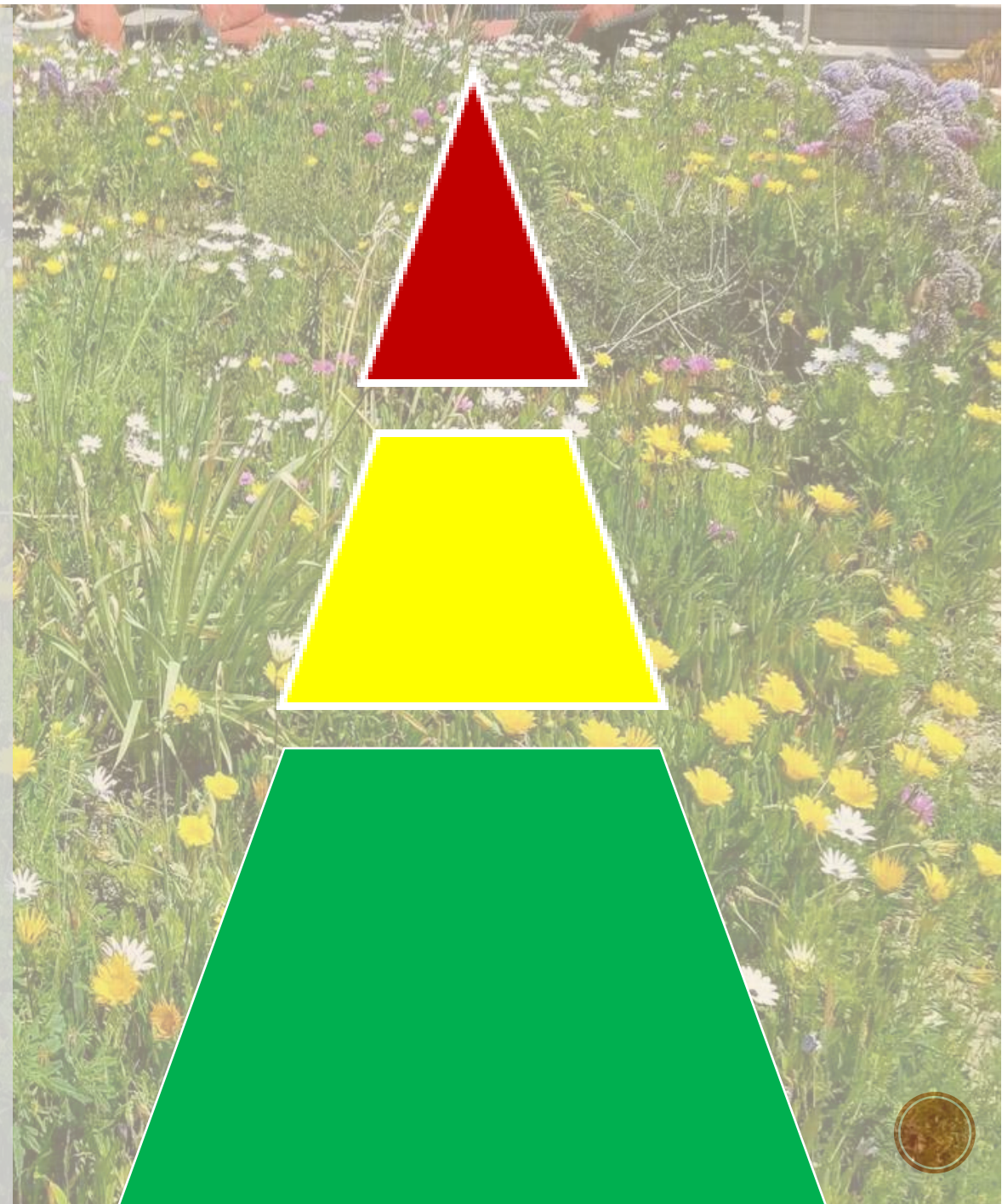Development
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What resources do you have in place to address:
Attendance?
Behavior?
Course Performance?

AND

For each tier?
Tier 1 ? Tier 2? Tier 3?

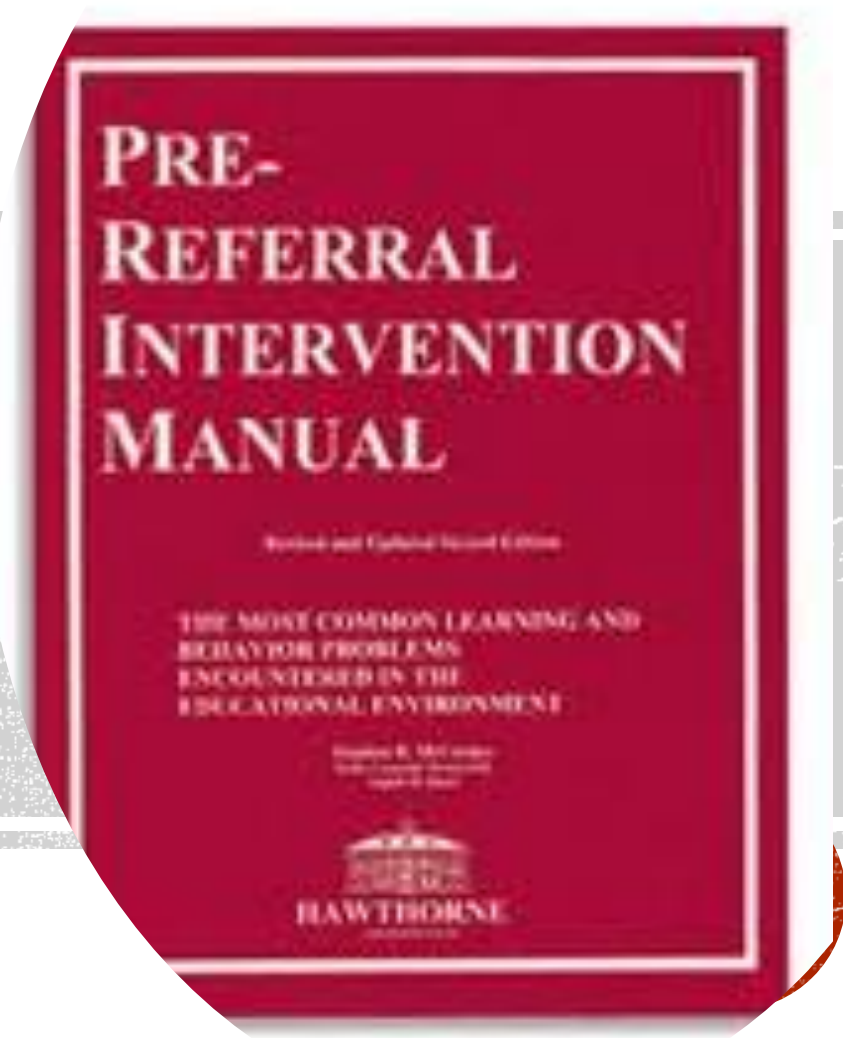# ATTENTANCE

Tier III

Tier II

Tier I

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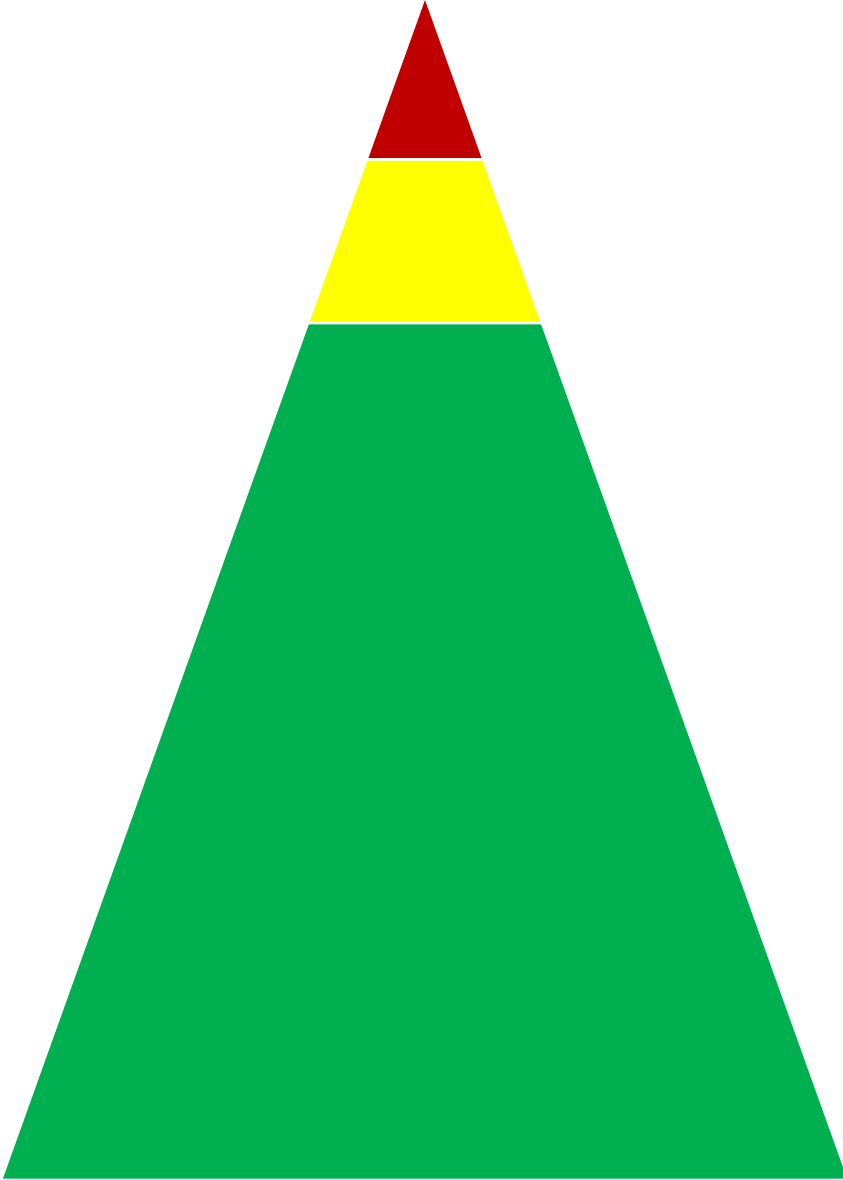
SAMPLE FORMAT FOR RESOURCE MAPPING OF ATTENDANCE TIERED INTERVENTIONS
HOW MIGHT YOU STRENGTHEN YOUR ATTENDANCE INTERVENTIONS?

Tier I- Whole School (Green)	Tier II- Targeted Interventions (Yellow)	Tier III- Intensive Interventions (Red)

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USING THE PRIM MANUAL

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WHAT IS THE PRIM MANUAL

- The Pre- Intervention Referral Manual (Prim Manual)

The *Pre-Referral Intervention Manual* (**PRIM**) provides a direct response to state mandated pre-referral intervention activities. It may be used by a teacher or group of educators, such as a Teacher Assistance Team, to develop a comprehensive plan of intervention strategies for a student.

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HOW TO COMBAT ABSENTEEISM

Tier 1

- Every classroom participates
- Students should be actively engaged in the classroom
- Teachers are aware/track students who are present/absent
- Recognitions reward improvements

Tier 2

- Attendance contracts
- Conferences
- Mentor Check-ins
- Small group interventions
- Recognitions reward improvements

Tier 3

- Attendance Team assigned
- One-on-One support
- Local authority involvement
- Public assistance involvement
- Social service referral
- Additional family support
- Recognitions reward improvements

Recognitions & Rewards used in EACH Tier

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USING SUCCESS MENTORS TO IMPROVE ATTENDANCE AND SCHOOL SUCCESS

- Success mentors are caring adults (or peers) who work with chronically absent students to address the barriers keeping them from coming to school each day

- Success mentors interact with their mentees during the school day, at least 3 times per week
  - Any caring adult can be a Success Mentor
  - Success mentors are: advocates, motivators, problem identifiers and solvers who encourage their mentees to attend school every day.

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7 KEY ELEMENTS OF SUCCESS MENTORING

1) Matched with students who have history of chronic absenteeism or who are showing signs of becoming chronically absent

2) Morning meet and greet

3) Phone call or text home every time student is absent and share a positive message

4) Meet one-on-one and/or in small groups to build strong relationships

5) Track students' attendance and improvement

6) Recognize and celebrate even small successes

7) Work with the school team to identify appropriate supports and interventions
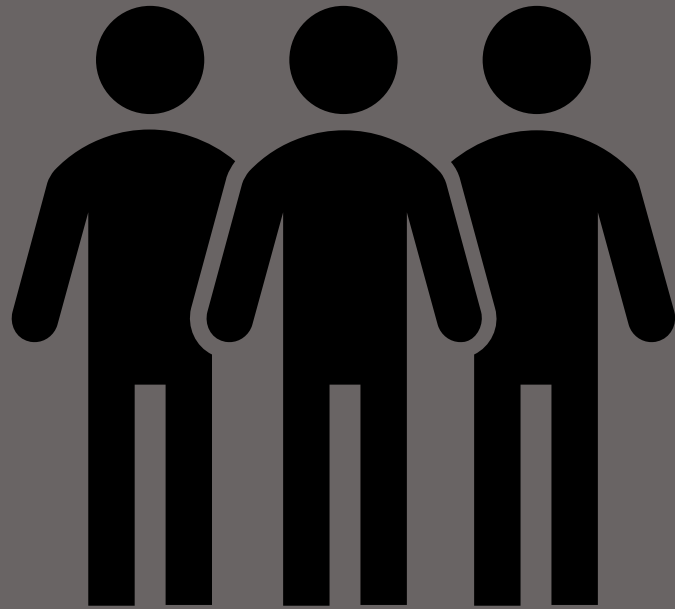
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THE BASIC WORK OF THE EWS TEAM

- Compose a "support list" of students and revise it regularly based on the indicators.

- Act on the data shown in the "support list."

- Make decisions about actions and interventions as a team, pooling multiple adults' knowledge.

- Build on student strengths.

THE BASIC WORK OF THE EWS TEAM

- Practice intervention discipline. *Do not go first to the highest intensity intervention*.

- Use knowledge of your school and students when choosing interventions (one size does not fit all).

- Assign adult champion with a relationship with student to make sure intervention occurs.

- Track outcomes of interventions on a regular basis.

EWI MEETINGS:
MEET ABOUT STUDENTS AND ABC DATA

Goal:

To coordinate and create interventions for students who are exhibiting early warning indicators and to closely monitor their progress so that students are successful.

- Leadership Teams
- EWS Team
- Teams of Teachers
- Attendance Teams

INTERVENTION IDENTIFICATION PROTOCOL

|	
Identify Student (1 minute)	Identifies which off-track behaviors the student is exhibiting
	Identifies data supporting identification for intervention (from EWI report)
Team provides information (2 minutes)	Team members succinctly (monitor your airtime) provide additional information about *why* off-track indicators may be present.
	Team members share student strengths and information on interventions that have worked in the past with the student.
Team members discuss intervention options (3 minutes)	Consult resource map
	Discuss who will champion follow-up
	Determine date for follow-up conversation
	Determine communication with family

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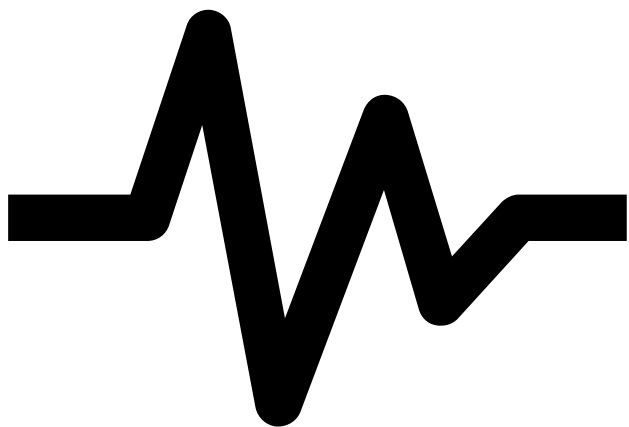
MONITOR

School staff monitor and adjust for whole school, grade-level, and 1:1 interventions. This ensures that all interventions are implemented as intended and adjustments are made depending on progress.

ATTENDANCE IMPROVEMENT PLAN

Provides a tiered data-informed system for public schools and school districts to **identify students** who are chronically or excessively absent and to aid public schools in developing **whole-school prevention strategies** and **targeted interventions.**

ATTENDANCE FOR SUCCESS TIERED INTERVENTIONS

TIER I
WHOLE SCHOOL PREVENTION

TIER II
INDIVIDUALIZED PREVENTION

TIER III
EARLY INTERVENTION

TIER IV
INTENSIVE SUPPORT

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TIERED DATA INFORMED SYSTEM

TIER I
"WHOLE SCHOOL PREVENTION"
means universal, whole-school prevention strategies for all students, including students who have missed less than five percent of classes or school days for any reason

TIER II
"INDIVIDUALIZED PREVENTION"
means targeted prevention strategies for individual students who are missing five percent or more but less than ten percent of classes or school days for any reason;

TIER III
"EARLY INTERVENTION"
means interventions for students who are missing ten percent or more but less than twenty percent of classes or school days for any reason

TIER IV
"INTENSIVE SUPPORT"
means interventions for students who are missing twenty percent or more of classes or school days for any reason

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ATTENDANCE IMPROVEMENT PLAN TIERS

- **Whole School Prevention** – **Students who have missed less than 5%** of classes or school days for **ANY** reason

- **Individualized Prevention** - **Students who are missing 5% or more but less than 10%** of classes or school days for **ANY reason**

- **Early Intervention** - **Students who are missing 10% or more but less than 20%** of classes or school days for **ANY** reason

- **Intensive Support** - **Students who are missing 20% or more of classes or school days for ANY reason**

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ATTENDANCE TEAM

A group of school-based administrators, teachers, staff, other school personnel and community members who collaborate to implement an attendance improvement plan

TASKS:

1. Examine students with attendance issues to ensure each student receives appropriate support

2. Use data to develop a full picture of what is happening in the student's life to identify possible interventions

3. Review outcomes of prior interventions to determine if supports were effective

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TRUE, BUT USELESS

THE HEART OF THE MATTER

Area of Concern

- Homeless
- Abused
- Neglected
- Drug Use
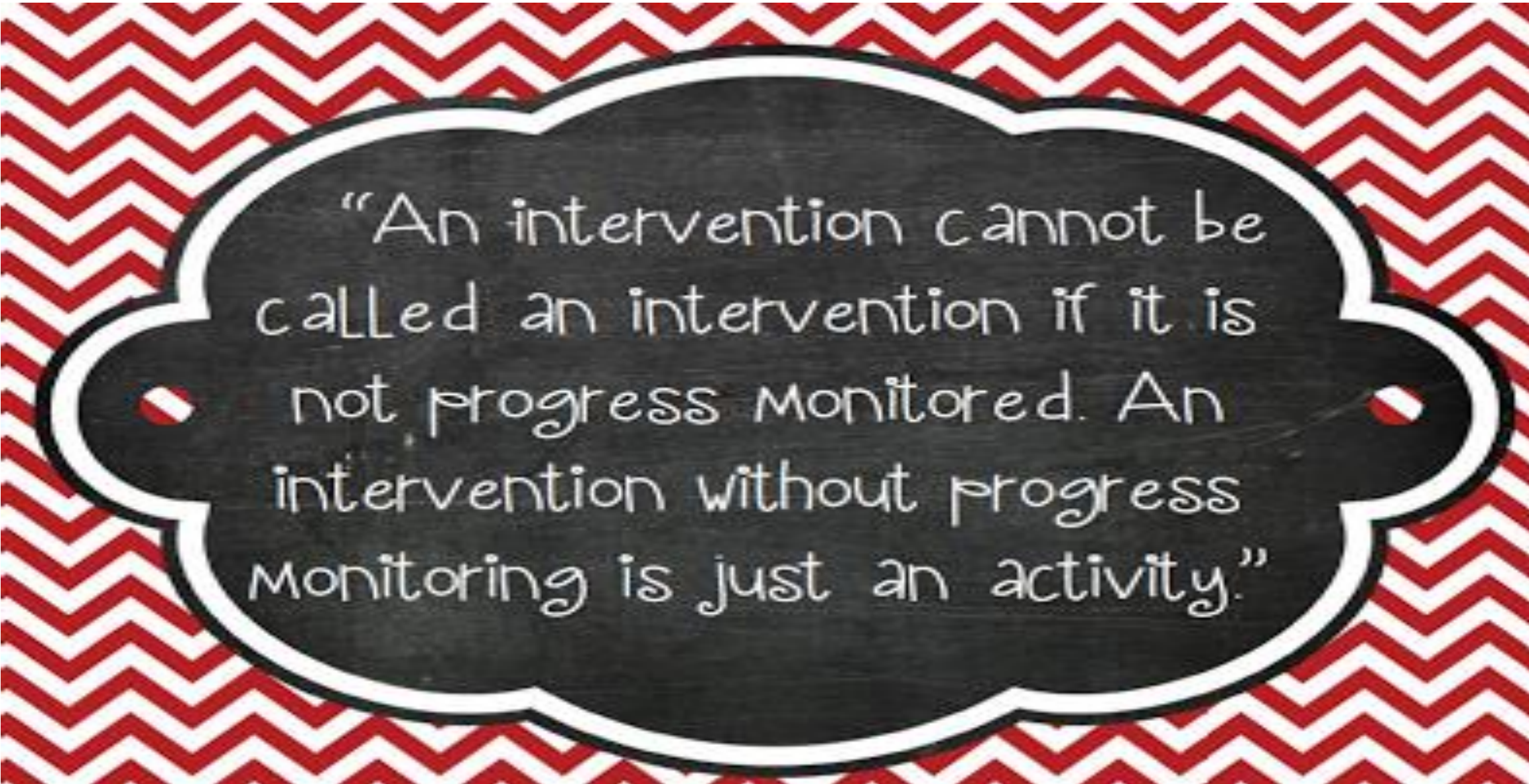- Neighborhood Violence
- Grief
- Trauma

Area of Influence

- Classroom Outbursts
- Introverted
- Refuses to Do Work
- Poor Test Scores
- Tardies
- Head Down in Class
- Distracting Others

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THE TEAM

- **Teachers**: Focus on the Classroom
- **Counselors**: Focus on the Issues
- **Social Workers**: Focus on Case Management
- **Tutors**: Focus on Recovery
- **Mentors**: Focus on Support
- **Librarians**: Focus on Media
- **Janitors**: Focus on Before/After Class
- **Lunchroom**: Focus on Health
- **Admin**: Focus on Big Picture

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"An intervention cannot be called an intervention if it is not progress monitored. An intervention without progress monitoring is just an activity."

LET'S TALK ABOUT STRATEGIES VS. INTERVENTIONS

A **strategy** is a set of methods or activities to teach your child something. An intervention may include strategies.

BUT...not all strategies are interventions.

The main difference is that an intervention is formalized, aimed at a **known need** and **monitored**.

WHAT HAVE WE LEARNED ABOUT INTERVENTIONS & STRATEGIES?

- When assigned, do we allow enough time for the intervention to work? How do we establish an intervention "timeline or deadline"?
  - It depends on what your intention of the intervention is…

- Three questions to ask:

1. What category/tier does the intervention fall into?

2. What are you focusing on? A? B? C? Other?

3. Are you **changing a behavior** OR **solving a problem**?

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EARLY ATTENDANCE INTERVENTIONS

School program that emphasizes the importance of attending school

- Ex. Poster contest for all ages displaying the importance of attendance
- Ex. Video contest on "Why attendance matters" or "Why school is cool"

Track attendance accurately in the classroom - Teachers document attendance daily

TIER 1: SCHOOL WIDE

First absence of student - Have an adult ready to address the absentee

Weekly/Monthly Incentives for perfect attendance - Pizza Party/field trips

- Ex. Attendance Month Competition between classrooms, grade levels, or local schools to see who could best improve their attendance

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TRACKING & MONITORING INTERVENTIONS

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Google Docs

SPREADSHEETS – FRAMEWORK FOR ANALYSIS

Ability to sort, filter, create pivot tables, charts, etc.

Spreadsheet Sample Intervention Tracker #1

Student Name	Susie Sample				Section	317
Date	Indicator	Responder/ Point Person	Updated EWIs	Interventions	Next Check-in Date	Notes
4/2/2018	A B L M O	Teacher:_____ CY Other: <u>Dean Smith</u>	3 day suspension	Set up meeting with parent for reinstatement. Discuss possible options for groups, counseling.	4/9/2010	Was suspended for fighting with Sarah.
4/9/2018	A B L M O	Teacher:_____ CY CIS Other: <u>Sally Social</u>	No updates	Set up meeting with school social worker. Will try to set up weekly meetings.	4/30/2010	Met with Dean Smith. Mom was interested in support as she has been fighting with her brother at home as well. Dad just got sick and is in hospital.
	A B L M O	Teacher:_____ CY CIS Other_____				

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Spreadsheet Sample Intervention Tracker #2

Student	Date Updated	EWI's (OLD)	EWI's, Meeting Updates	Notes	Follow-up	Champion
Ezekiel Elliot	9/02/17	9 days out, 1 in Nov., F in SS and ELA,	No parent contact. Strong in Math (C+). Strong academic skills.	Check on attendance accuracy (Awesome). Try pull-out for SS (Ben). Sams will share phone #.	9/24/17	Ms. Awesome
Dak Prescott	9/24/17	C+- Math, Sci - F, SS-D.	Attendance seem to be for suspensions. Wants to do well. Dad is very involved with him. Has average academic skills.	Check with Ms. Awesome to see if pull-outs are possible during Literacy.	9/27/17	Mr. Smith
Tyrod Taylor	10/11/17	F in every subject, mostly due to attendance	Very poor attendance. Mom seems to make excuses for attendance. She has not picked up the report card yet. Is very quiet in class.	See if counselor can check in with family or work on an attendance plan with Tyrod.	10/12/17	Ms. Sams

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TRACKING OUR CONVERSATIONS

Callout arrows: "Updated data", "Interventions", "Follow up Date"

Browser bar: Most Visited | Getting Started | Contract extension for... | Latest Headlines | TWC weather | TWC Flight de... eather | FAA | BlackBerry | Team USA | hilton | Avis - USair | My JHU

Tabs: Google Docs - Home | Baxter Team Meetings

Gmail Calendar ...ts Photos Reader Web more — DN PD

Google ...Team Meetings — Private to me + 1 more — Updated 36 hours ago by DNow.PD — Saved — Shar...

File Edit View... Tools Help

Formula: Check on atte... Awesome). Try pull-out for SS (Ben). Sams will share phone #. — Show all formula...

	Data Updated	EWIs, Old	EWIs, Meeting updates	Notes	Previous Interventions - Feb. 22nd	Updates	Champion	New Interventions – March 8th	Follow - up date
2	Sammie Sanchez	9 days out, 1 in Nov., F in SS and ELA, 3 in citiz.		No parent contact. Strong in Math (C+). Strong academic skills.	Check on attendance accuracy (Awesome). Try pull-out for SS (Ben). Sams will share phone #.				
3									
4	Doug Flutie	C+- Math, Sci - F, SS-D.		Attendance seem to be for suspensions. Wants to do well. Dad is very involved with him. Has average academic skills.	Check with Ms. Awesome to see if pull-outs are possible during Literacy.				
5									
6	Michael Phelps	F in every subject, mostly due to...		Very poor attendance. Mom seems to make excuses for attendance. She has not picked up the report card yet...	See if counselor can check in with family or work on an attendance plan with Michael				

Sample Tracker | 5th Grade | 6th Grade | 7th Grade | 8th Grade | Check on attendance

Done

11:17 P... 3/10/20...

EWI Worksheet

Members Present				EWI Meeting Norms:
X Anderson - GL Lead + Facilitator	X Farmer - Time Keeper + Moderator	X Johnson	Matulovich	1 Be on time and prepared
X Eveland - Attendance Team Support + Back Up Facilitator	X Bratton - Scribe	X Duffey	X Birringer - Dean	2 Stay positive
X Cleary - Behavior Team Support + Back Up Facilitator	X Greene	X Carragher - GL Admin	Elective Feedback	3 Solution oriented mindset
X Walker - Coursework Team Support + Back Up Facilitator	X Pinion	X Lair	X Other	4 Kids CAN do!!!

Student Name

Referring Teacher Name(s)	Eveland	Johnson		
	Farmer			

| Students' Strengths | Jonathan is smart and always has a positive attitude when coming to class. | | Students' Champion(s) | Carragher, Eveland | | |

Initial Date Discussed	10/8/2019	Follow-Up Date 1	10/16/2019	Follow-Up Date 2	11/5/2019	Follow-Up Date 3	11/12/2019
Attendance	Behavior	X Coursework	Other	Attendance	Behavior	X Coursework	Other	Attendance	Behavior	x Coursework	Other	Attendance	Behavior	Coursework	Other

Data used to determine EWI		Data used to determine EWI		Data used to determine EWI		Data used to determine EWI	
2	Attendance (# of days)	2	Attendance (# of days)	2	Attendance (# of days)		Attendance (# of days)
	Tardies (# of Periods)		Tardies (# of Periods)	8	Tardies (# of Periods)		Tardies (# of Periods)
0	Classroom Behavior Incidents	3	Classroom Behavior Incidents	4	Classroom Behavior Incidents		Classroom Behavior Incidents
0	Student Discipline Incidents	0	Student Discipline Incidents	2	Student Discipline Incidents		Student Discipline Incidents
69	Math	58	Science	75	Math	65	Science	70	Math	0	Science		Math		Science
25	ELA	59	Social Studies	75	ELA	59	Social Studies	21	ELA	40	Social Studies		ELA		Social Studies

Explain the observed patterns in the student's behavior for all identified indicators of risk.	Explain any changes or newly observed patterns in the student's behavior after interventions have been implemented.	Explain any changes or newly observed patterns in the student's behavior after interventions have been implemented.	Explain any changes or newly observed patterns in the student's behavior after interventions have been implemented.
Misses class and does not seek make up work. Has a hard time staying focused in class without getting distracted by friends. He blurts complaints and tries to argue in Social Studies (Johnson).	None entered. Wasn't part of the spreadsheet at the time of the follow-up.		

What interventions have been attempted?	Details of intervention	Date Implemented	Teacher Names/Initials	Is the Intervention Working? Should you continue?
BT1 - Provide make up work in a folder	Doesn't turn it back in	10/8/2019		Yes	No	X Continue
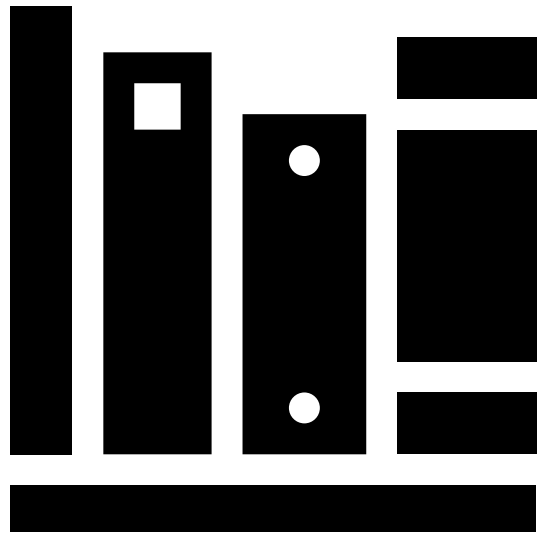
Pie chart legend:
- Americorps
- Bus pass contract
- City Year
- Contract - Kendrick
- Probation

Pie chart values: Americorps 22, City Year 13, Green 4, Probation 2, Contract - Kendrick 2
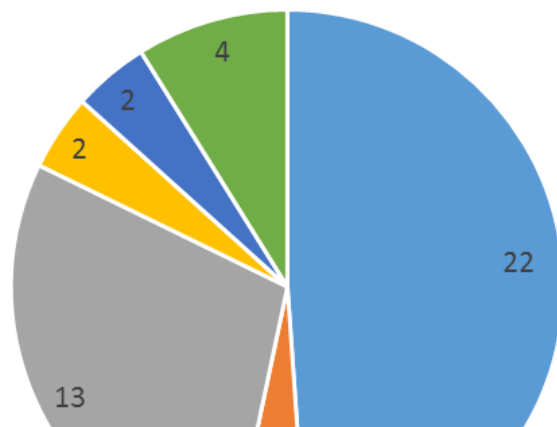
# of students with 100% attendance by month

Month	Students
Oct	620
Nov	643
Dec	664
Jan	521
Feb	666
March	448
April	921

School Level Interventions

Intervention	Percent
Home Contact	20%
Referral	19%
Make Up	15%
Monitor	13%
Behavior Plan	8%
Rewards	6%
Organization	5%
Differentiate	4%
Seating	4%
Stud Conference	2%
Extra Curricular	2%
Tutoring	1%
Other	1%

Math stacked bars:

	Q1	51
Red	28	13
Yellow	7	10
Light green	5	11
Green	20	31
Gray	4	4

Math
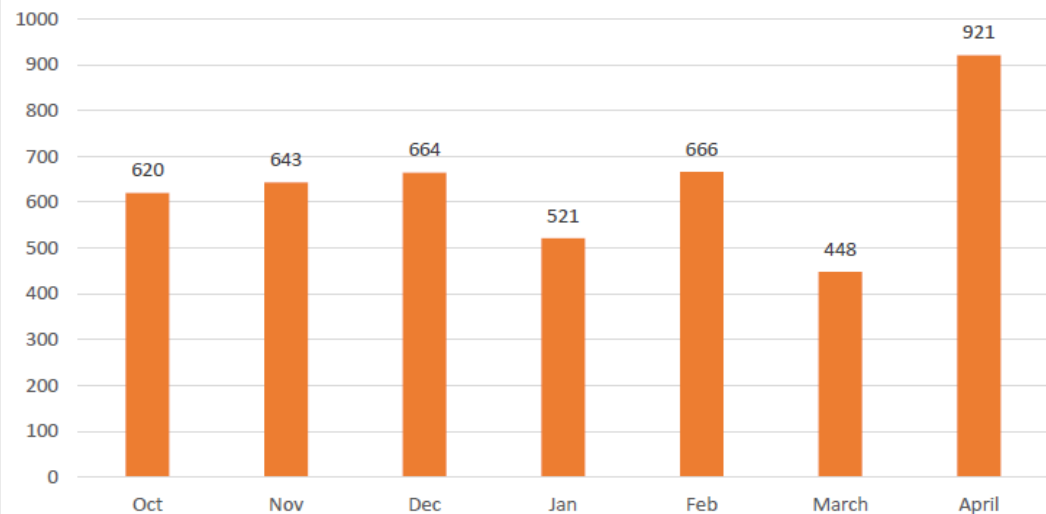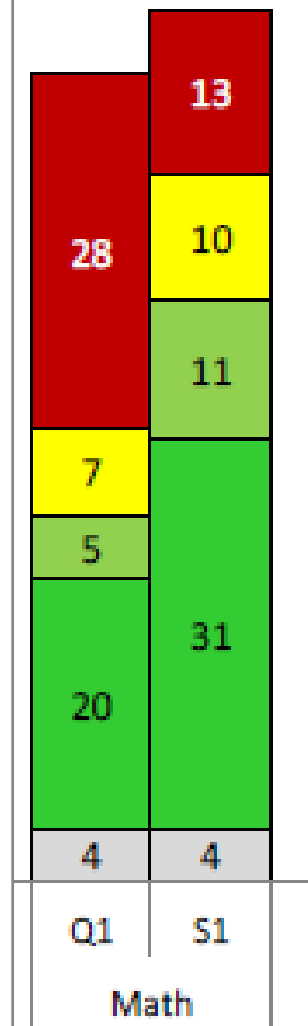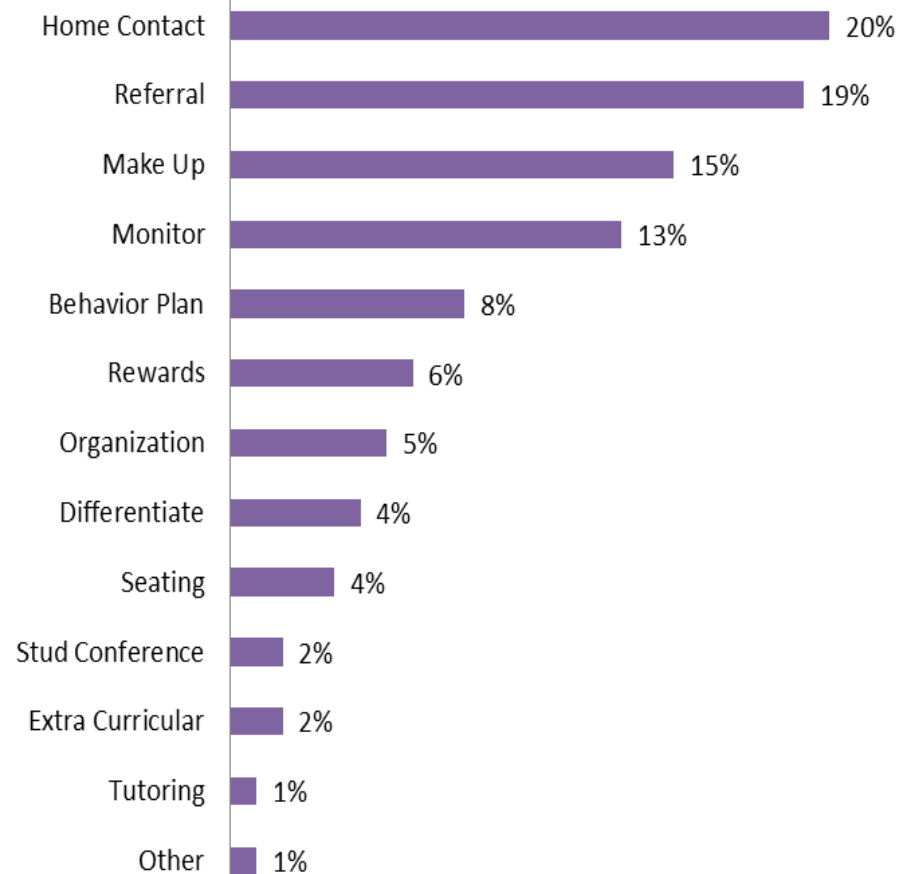
	Indicators	**Interventions**
Tracking		Oversee what is being done to support our students at each level (whole school, small group, and individual student).
Analysis	Look for trends based on groups, over time, across indicators, etc to better design student supports.	Evaluate both the implementation of the intervention and its impact on the students.

	Indicators	**Interventions**
Tracking	Monitor their attendance, behavior, and course performance for all our students.	Oversee what is being done to support our students at each level (whole school, small group, and individual student).
Analysis	Look for trends based on groups, over time, across indicators, etc to better design student supports.	Evaluate both the implementation of the intervention and its impact on the students.

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OPTION: INTERVENTION OVERVIEW

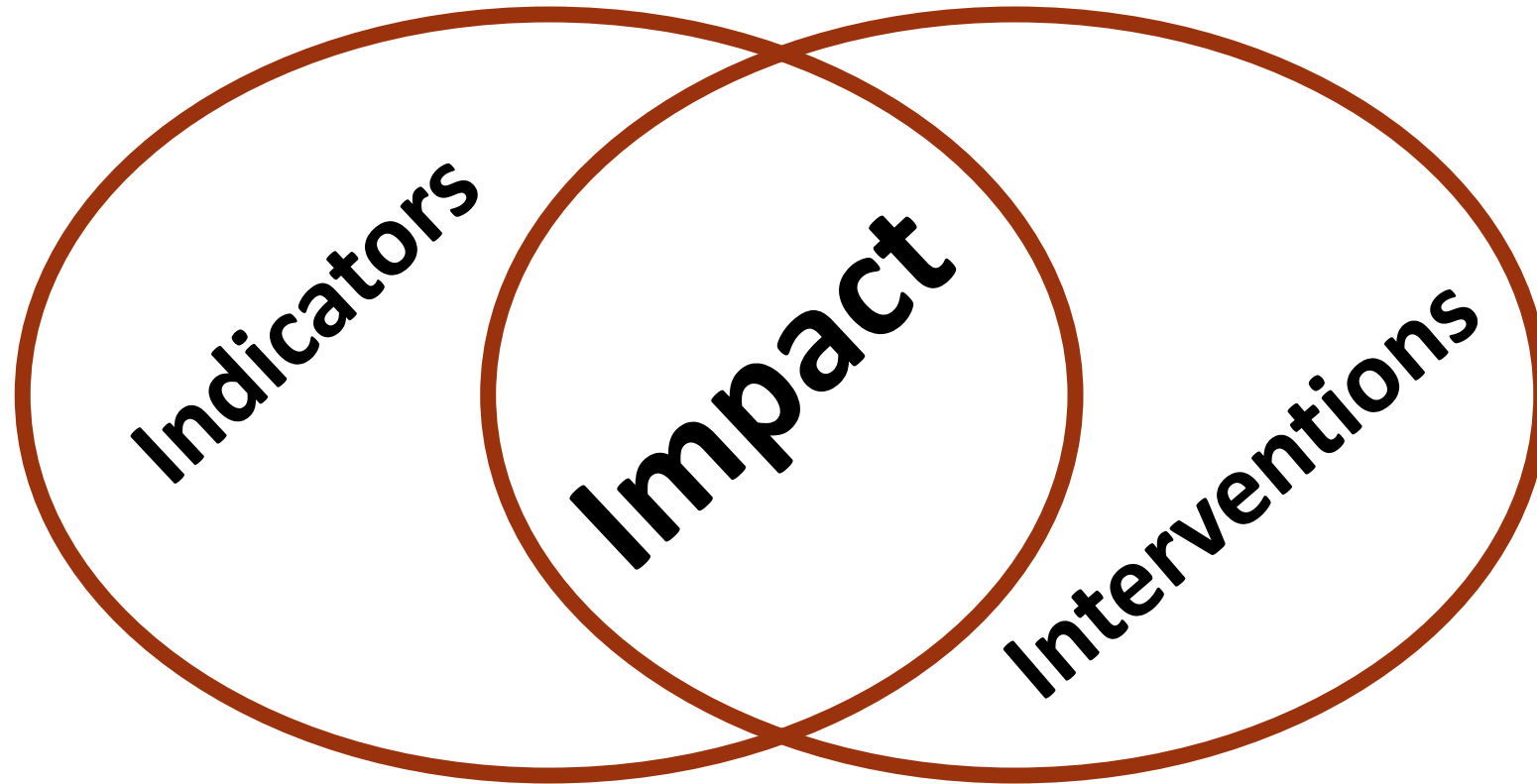| Name	Reading Intervention	After school homework help	Counselor's case load	Parent Teacher Association (PTA)
Doug	Yes	No	Yes	No
Sam	No	Yes	Yes	Yes

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OPTION: ATTENDANCE

	Reading Intervention	Days attended September (10)	Days attended October (12)	Days attended November (10)
Doug	Yes	2	11	9

BRINGING I&I TOGETHER

Reflection & Analysis

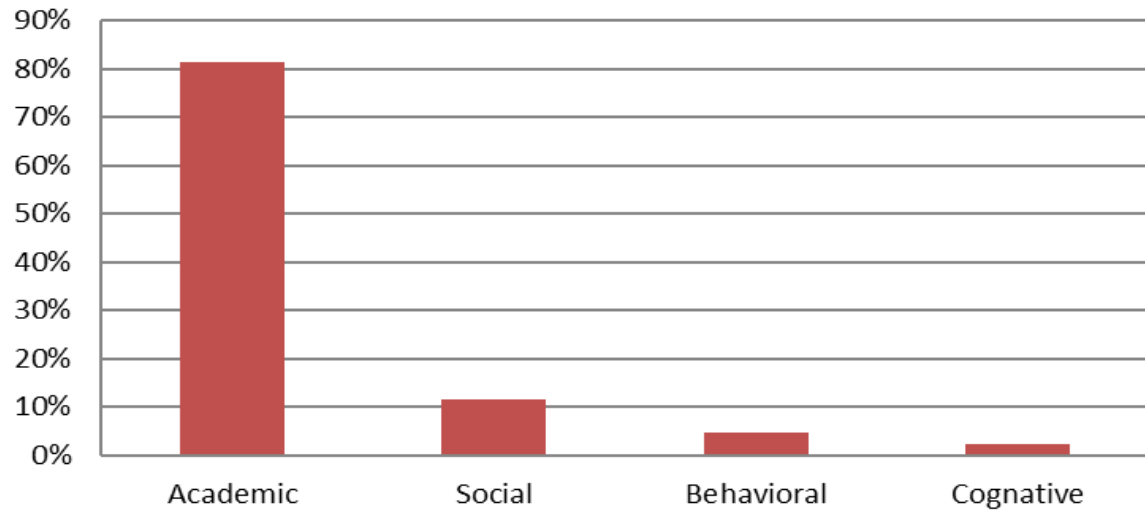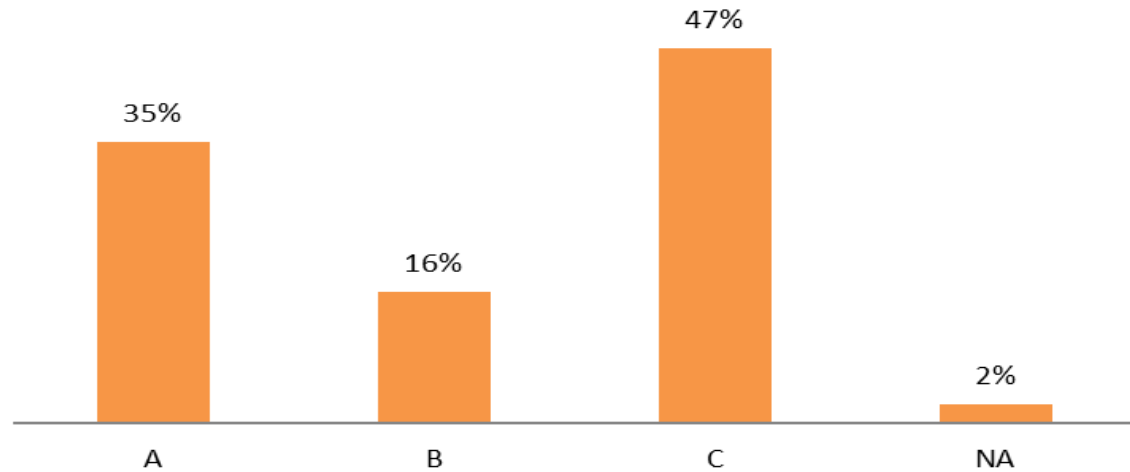|	Low Implementation	High Implementation
High Impact		
Low Impact		

Impact/ Implementation

Implementation

Implementation

High Impact

Impact/Implementation mismatch, but Priority of impact over implementation still supports kids reaching outcomes.

Goal of the Program:
Impact /Implementation match With High Outcomes

Low Impact

Impact/Implementation match with low outcomes. Argument for Greater Fidelity.

Greatest Fear:
Impact /Implementation mismatch & Priority of impact over implementation Requires Course Correction.
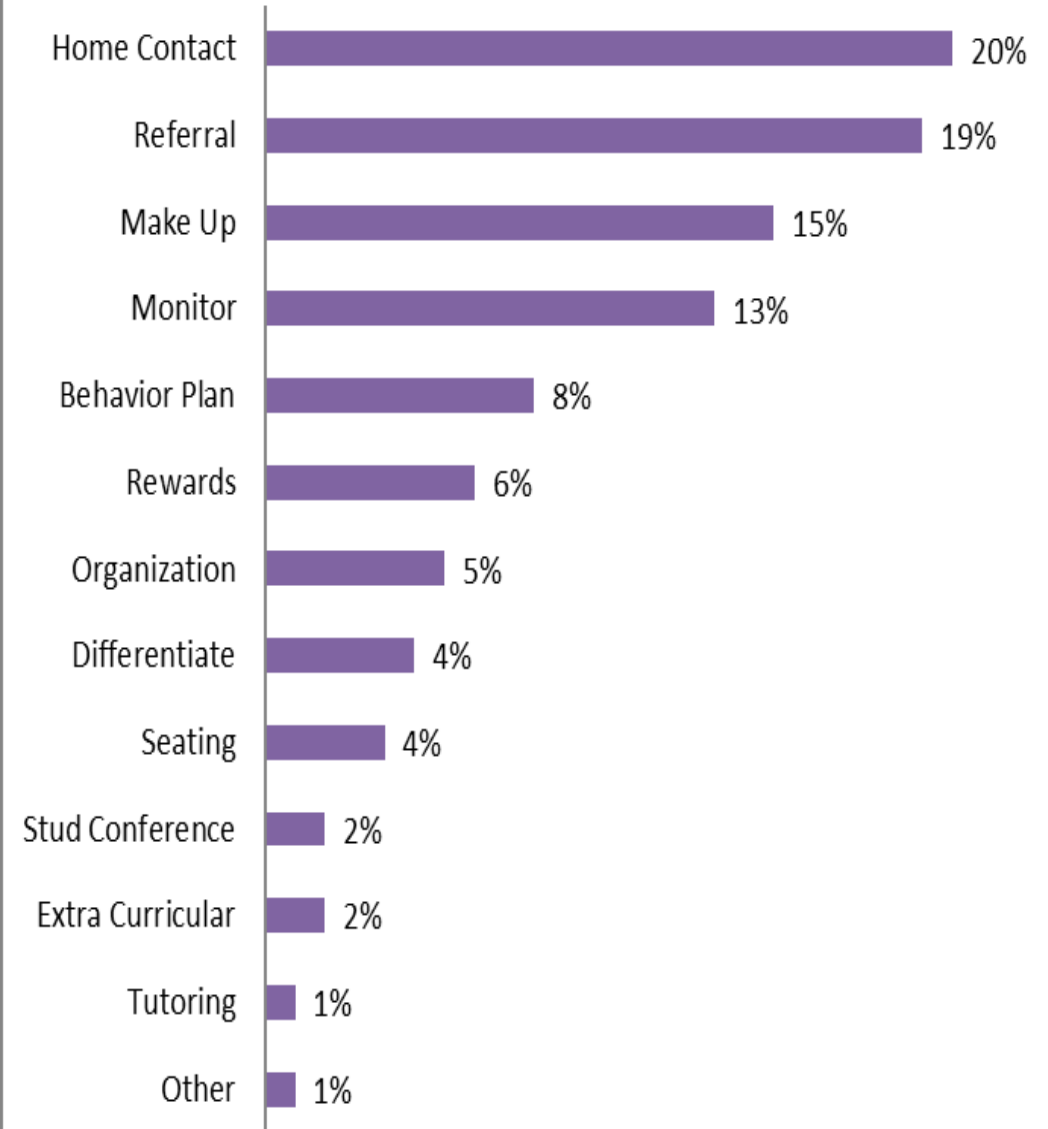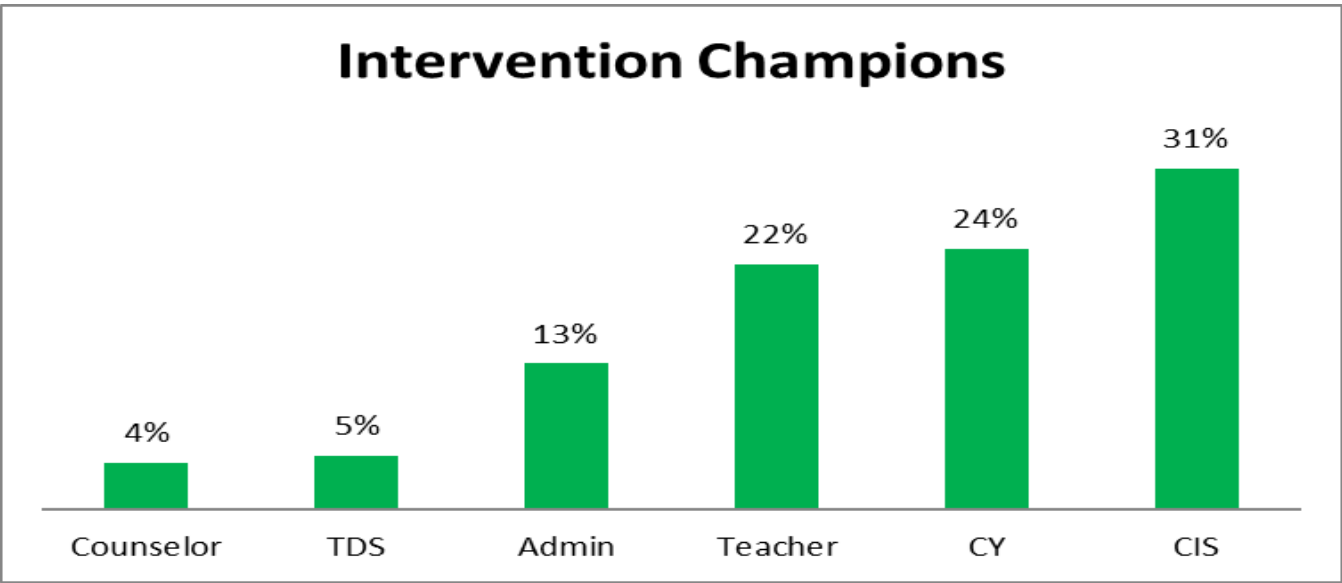
Types of Interventions Used

Category	Percentage
Academic	~81%
Social	~11%
Behavioral	~4%
Cognative	~2%

Indicator Targeted

Indicator	Percentage
A	35%
B	16%
C	47%
NA	2%

School Level Interventions

Intervention	Percentage
Home Contact	20%
Referral	19%
Make Up	15%
Monitor	13%
Behavior Plan	8%
Rewards	6%
Organization	5%
Differentiate	4%
Seating	4%
Stud Conference	2%
Extra Curricular	2%
Tutoring	1%
Other	1%

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Intervention Champions

Counselor	TDS	Admin	Teacher	CY	CIS
4%	5%	13%	22%	24%	31%

How Often Are Interventions Occuring?

Once	60%
As Needed	37%
Weekly	2%
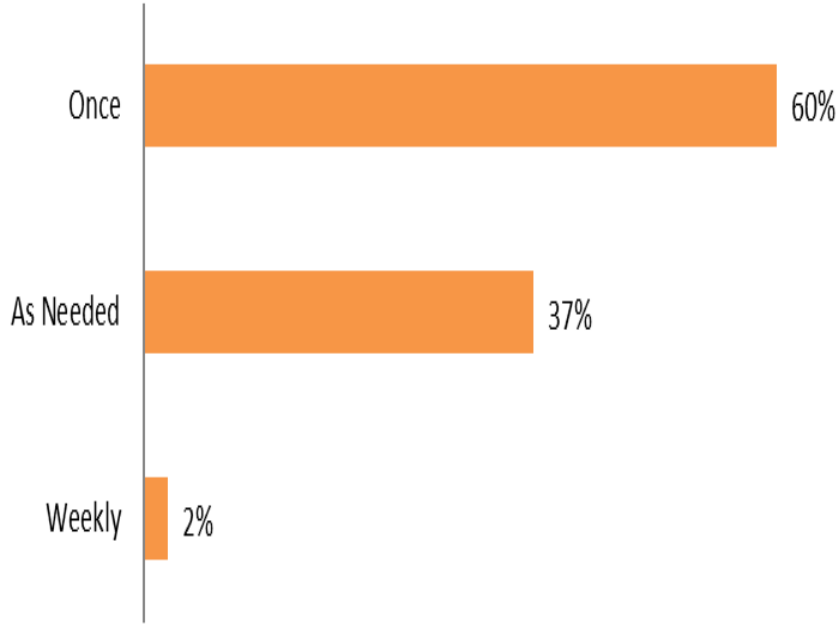
Type of Intervention Used for Which EWI

	Academic	Social	Behavioral	Cognative	Grand Total
NA	0%	0%	0%	20%	2%
C	57%	0%	0%	0%	47%
B	3%	100%	0%	80%	16%
A	40%	0%	100%	0%	35%

TASKS IN NEED OF COMPLETION DATES	Summer	August	September	October	November	December
Needs Assessment	●					
Identify attendance teams & facilitators	●	●				
Create a resource map	●	●	●			
Create a schoolwide Attendance plan	●	●	●			
Develop a process for referral to interventions	●	●	●			
Hold regular Attendance meetings			●	●	●	●
Analyze Attendance data quarterly with teams				●		●
Examine and Analyze interventions/Attendance Plan/ Resource Map				●	●	

TASKS IN NEED OF COMPLETION DATES

	January	February	March	April	May	June
Hold regular Attendance meetings						
Analyze Attendance data quarterly with teams						
Examine and Analyze interventions/Attendance Plan/ Resource Map						
Hold report card conference						
Review master schedule						
Review Implementation/ Plan for next year						

NEXT STEPS:

#TRYB4UDENY

Create:

- An Attendance Improvement Plan
- An Attendance Team (should include EWS Team members)
- A Resource Map
- A Focus List of Tiered Students (Chronic & Excessive Absent)

Implement:

- An Early Warning System
- EWI Meetings focused on Attendance
- A Tiered Data Informed System (Examples available)
- Whole School Prevention Strategies and Tiered Interventions

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Some schools address students & interventions Just like what you see here in this picture...

...I was asked to do "something" and I did...

...It might not be effective but it's documented...

...This was all we could think of...

Start intervening EARLY and addressing the "root cause...

WATCH OUT!

Recognize progress, include others because we've all heard the saying, "IT TAKES A VILLAGE...

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Before it's too late!

"The child who is not embraced by the village will burn it down to feel its warmth."
-African proverb

Finish The Job

Building Capacity For Early Warning Systems In High Schools

We are recruiting school and district partners to engage in a 2-year project to implement Early Warning Systems in high schools.

- **3 to 5 high schools in one district, CMO or other network.**
- **Below 85% four-year cohort grad rate**
- **Commitment window: November 2020 – March 2021**
- **Desire EWS support; data accessible**
- **Certification from the Everyone Graduates Center at Johns Hopkins University**

Please contact tmadden@tdschools.org

Questions?

fwalker@tdschools.org

THANK YOU!!

Thank You!
Felicia Walker

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Feel free to contact me.