Scaling Up the Use of Early Warning Systems to Systematically Respond and Improve Outcomes

NTACT ∙ CBI 2019
Today’s Discussion

Understand the basic components of an Early Warning Intervention and Monitoring System.

Identify steps to develop and scale a statewide early warning system.
In Ohio, each child is challenged, prepared and empowered.

Working together for EACH of Ohio’s students!

education.ohio.gov/StrategicPlan
In Ohio, each child is **challenged**, **prepared** and **empowered**.

### Vision
In Ohio, each child is **challenged** to discover and learn, **prepared** to pursue a fulfilling post-high school path and **empowered** to become a resilient, lifelong learner who contributes to society.

### Four Learning Domains
- **Foundational Knowledge & Skills**
  - Literacy, numeracy and technology
- **Well-Rounded Content**
  - Social studies, sciences, languages, health, arts, physical education, etc.
- **Leadership & Reasoning**
  - Problem-solving, design thinking, creativity, information analytics
- **Social-Emotional Learning**
  - Self-awareness & management, social awareness, relationship skills, responsible decision-making

### One Goal
Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:
- Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program;
- Serving in a military branch;
- Earning a living wage; or
- Engaged in a meaningful, self-sustaining vocation.

### Three Core Principles
- **Equity**
- **Partnerships**
- **Quality Schools**

### 10 Priority Strategies
1. Highly effective teachers & leaders
2. Principal support
3. Teacher & instructional support
4. Standards reflect all learning domains
5. Assessments gauge all learning domains
6. Accountability system honors all learning domains
7. Meet needs of whole child
8. Expand quality early learning
9. Develop literacy skills
10. Transform high school/provide more paths to graduation
In Ohio, each child is challenged, prepared and empowered.

Equity for Each Child
Plan to Improve Learning Experiences and Outcomes for Students with Disabilities

• Identify recommendations to improve literacy skills
• Address disproportionality
• Promote post-secondary success
• Foster inclusive leadership
• Advance high-quality instructional practices among educators who serve students with disabilities
Ohio Dropouts with IEPs

Approximately how many Ohio high school students with IEPs dropped out in the 2015 - 2016 school year?

a) 2,000  
b) 3,000  
c) 4,000  
d) 5,000
Ohio Dropouts with IEPs

This is 20 percent...

...or 1 in 5.
National Challenge

16.64 percent

Mean dropout rate for 20 states using the “leaver” calculation for the 2015-2016 school year.
Challenge

Policies often lack focus and coordination

School personnel are overburdened and less empowered to meet student needs
Challenge

As a result, students with disabilities may not be fully prepared for successful post school outcomes after graduation.
Goals

Increase in students graduating by general requirements

Decrease in students with disabilities dropping out

Increased student engagement in post school education/training and competitive integrated employment
Recommendations for Proposed Approach to Diploma Requirements

Identifying students “not on track” late in middle school or early in high school is important to ensuring students are able to achieve success.
Recommendations

The Department will:

• Specify and develop guidance for districts and schools to identify students who may not be on-track to graduate.

• Identify best practices in intervening to support students in meeting graduation requirements.
Early Warning Systems
Early Warning Systems

Identify students who are at risk of not graduating
Allow for early intervention
Back on track for on-time graduation
Commonly used indicators

• Attendance

• Course performance

• Grade point average

• Behavioral performance

Early Warning Systems

Early Warning Indicators are symptoms, not causes of dropout!
# Early Warning Indicators

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Dropout Thresholds</th>
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<tr>
<td><strong>Middle Grades</strong></td>
<td><strong>High School</strong></td>
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<tr>
<td><strong>Incoming Indicator</strong></td>
<td>Previous year EWS tool exit indicator or locally validated indicators of risk</td>
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<tr>
<td><strong>Attendance</strong></td>
<td>Missed 20 percent or more of instructional time</td>
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<td>Missed 10 percent or more of instructional time</td>
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<tr>
<td><strong>Course Performance</strong></td>
<td>Failure in an English language arts (ELA) or mathematics course</td>
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<td>Failure in one or more courses</td>
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<td>Earned 2.0 or lower GPA (on a 4-point scale)</td>
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<tr>
<td><strong>Behavior</strong></td>
<td>Locally validated thresholds</td>
</tr>
<tr>
<td><strong>End-of-Year Indicator</strong></td>
<td>EWS exit indicator or locally validated indicators of risk</td>
</tr>
</tbody>
</table>

**Note:**

- **REL Regional Educational Laboratories**
- **Ohio Department of Education**
Identifying early warning indicators in three Ohio school districts

David Staiti
Basis Policy Research
Mindee O’Cummings
Heather Norbury
Jessica Heppen
Sanica Dhillion
Jim Lindsay
Bo Zhu
American Institutes for Research
In collaboration with the Midwest Dropout Prevention Research Alliance

Summary

In partnership with the Midwest Dropout Prevention Research Alliance, the study team used student-level data and a five-step process to identify the most accurate indicators of students’ failure to graduate from high school on time. Student-level data came from attendance records, transcripts, and discipline records of grade 8 and 9 students in three Ohio school districts. The study found that the most accurate early warning indicators of students being off track for graduating on time vary by school district and grade level. Overall, the most accurate indicators in both grades were based on coursework (grade point average and number of credits earned). On average, indicators were more accurate in grade 9 than in grade 8. Other districts may be able to use the methods described in this report to identify early warning indicators for their grade 8 and 9 students.
Early Warning Intervention and Monitoring System (EWIMS)

Getting students on track for graduation: Impacts of the Early Warning Intervention and Monitoring System after one year

Key findings
This study examined the impact of the Early Warning Intervention and Monitoring System (EWIMS), a systematic approach to the early identification of and intervention with students at risk of not graduating from high school on time. The study randomly assigned 73 schools to use EWIMS or to continue with their usual practices for supporting at-risk students. After a year of limited implementation, the study findings show that:

- EWIMS reduced chronic absences and course failure but not the percentage of students with low grade point averages or suspensions.
- EWIMS did not have a detectable impact on student progress in school (credits earned) or on school data culture—the ways in which schools use data to make decisions and identify students in need of additional support.

The findings provide initial rigorous evidence that EWIMS is a promising strategy for reducing rates of chronic absence and course failure, two key indicators that students are off track for graduation. It is not clear what staff actions caused these improvements. EWIMS was challenging to implement in the first year and did not have an impact on other measured outcomes.
Early Warning Intervention and Monitoring System

Systematic approach to using data

- Identify students who are at risk of not graduating on time
- Assign students flagged as at risk to interventions
- Monitor at-risk students’ response to intervention
<table>
<thead>
<tr>
<th>Ohio Improvement Process</th>
<th>Early Warning Intervention and Monitoring System</th>
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<tbody>
<tr>
<td>Identify critical needs</td>
<td>Use an EWS Tool to collect EWS data (2)</td>
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<td></td>
<td>Review and interpret EWS data (3 &amp; 4)</td>
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<tr>
<td>Research and select evidence-based strategies</td>
<td>Assign and provide tiered interventions that address attendance, academics, and behavior (5)</td>
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<tr>
<td>Plan for implementation</td>
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</tr>
<tr>
<td>Implement and monitor</td>
<td>Monitor students and interventions (6)</td>
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<tr>
<td>Examine, reflect, adjust</td>
<td>Evaluate the process (7)</td>
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User’s Guide for The Risk Calculator

NTACT Risk Calculator
# Risk Calculator

## Summary Report

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<th>Grade</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
<th>Ultra</th>
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<tr>
<td>6th</td>
<td>0 (0%)</td>
<td>1 (33%)</td>
<td>1 (33%)</td>
<td>1 (33%)</td>
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<tr>
<td>7th</td>
<td>0 (0%)</td>
<td>1 (25%)</td>
<td>1 (25%)</td>
<td>2 (50%)</td>
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<tr>
<td>8th</td>
<td>0 (0%)</td>
<td>1 (50%)</td>
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Number of students at risk:

- 3 Total Students

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<th>Subject</th>
<th>Low</th>
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<tr>
<td>Math</td>
<td>8 (69%)</td>
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<tr>
<td>English</td>
<td>9 (100%)</td>
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<tr>
<td>Attendance</td>
<td>4 (44%)</td>
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<tr>
<td>Behavior</td>
<td>4 (44%)</td>
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<tr>
<td>Engagement</td>
<td>8 (69%)</td>
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Number of students who may need intervention in:
# Risk Calculator

## Student Level Report

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<tr>
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<th>Name</th>
<th>Grade</th>
<th>ELL</th>
<th>BH</th>
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<tr>
<td>U</td>
<td>Beth Alcott</td>
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<td>Y</td>
<td>N</td>
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<tr>
<td>U</td>
<td>Julia Boemmm</td>
<td>7</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>U</td>
<td>Cristine Conard</td>
<td>7</td>
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<td>✓</td>
<td>✓</td>
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<tr>
<td>M</td>
<td>Kristin Cantwell</td>
<td>7</td>
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<td>Y</td>
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<tr>
<td>H</td>
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<td>✓</td>
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<td>H</td>
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<td>M</td>
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Theory of Action

Early warning system (EWS) data
State Performance Plan (SPP) data
Multi-tiered systems of support (MTSS)
Comprehensive continuous improvement planning (CCIP)

SPP graduation and dropout indicator results
Post school outcomes for students with disabilities
If the Department, SSTs, schools (DLTs, BLTs, TBTs):

Use research-based early warning indicators to identify students at-risk of not graduating on-time at grades 6, 9, 11 with research-based thresholds established in attendance, course performance and behavior **AND**

Match these students to evidence-based interventions based on identified need, provide multi-tiered interventions and monitor student progress **AND**
Logic Model

If the Department, SSTs, School (DLTs, BLTs, TBTs):

Incorporate Special Education Profile data and evidence-based predictors and practices (EBPP) for improving post-school outcomes for students with disabilities into school continuous improvement planning AND

Identify and provide resources to align and coordinate policies, procedures and practices…
Logic Model

Short-term Outcomes

Students will have fewer early warning “flags” in attendance, course performance and behavior

Increased compliance in IDEA State Performance Plan Indicators 13 and 14, Career Advising Policy and Excessive Absenteeism Policy
Logic Model

Long-term outcomes: Schools

Improved coordination and communication of school teams (across departments) with well-defined team member roles and responsibilities and a clearly articulated communication feedback loop.

Implementation of an early warning system including multi-tiered systems of support and the development of integrated student service plans.
Logic Model

Long-term outcomes: Department/SST

Increased capacity of the Department and SSTs to support schools’ implementation of an early warning system within multi-tiered systems of support and the development of integrated student service plans.

Coordination of the Department and SST and teaming structures (across and within offices).
Logic Model

Impact

• Increase in students graduating by general requirements

• Decrease in students with disabilities dropping out

• Increased student engagement in post school education/training and competitive integrated employment
Assumptions

• Belief that competitive integrated employment is the first consideration for ALL individuals

• Belief that when given the appropriate services and supports, the majority of students with disabilities can graduate by general requirements
Assumptions

• Motivated to improve graduation and dropout rates for students with disabilities

• Have the capacity to complete the work

• Have a baseline framework in place to support the work
Think with the end in mind!

End of Preschool (Part B)

End of Grade 3

Grade 6

Age 14
(or earlier, if appropriate)

End of High School

Postsecondary Engagement

Graduating Prepared for Success!

On-Track for Graduation

Results-Driven IEP Transition Plan

Reading at Grade-Level

Ready for School-Age Services

Positive School - Family Connection

Help Me Grow (Part C)

Results-Driven IEP Transition Plan

Reading at Grade-Level

Positive School - Family Connection

Help Me Grow (Part C)

End of High School

Postsecondary Engagement

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Reading at Grade-Level

Ready for School-Age Services

Positive School - Family Connection

Help Me Grow (Part C)
Think with the end in mind!

Postsecondary Engagement

End of High School

Graduating Prepared for Success!

Age 14
(or earlier, if appropriate)

On-Track for Graduation

Results-Driven IEP Transition Plan

Grade 6
On-Time Graduation Project

Student Population:

All students in grades 6, 9 and 11 attending the school district and, if applicable, career technical center.
On-Time Graduation Project
Areas of Focus

- Intervention Inventory
- Early Warning Tool
- Career Advising Policy
- Student Success Plan
- Business Advisory Council
- Carl D. Perkins IV State Plan
- School Climate
On-Time Graduation Project
Areas of Focus

• Continuous Improvement Plan
  – Early Warning Indicators
  – State Performance Plan Data
  – Multi-tiered System of Supports
  – Evidence-based Predictors of Post School Success for Students with Disabilities
On-Time Graduation Project
Team Members

National: National Technical Assistance Center on Transition and Great Lakes Comprehensive Center
State: Ohio Department of Education
Regional: State Support Teams
Local: School Districts
# On-Time Graduation Project

## Team Members

<table>
<thead>
<tr>
<th>NTACT GLCC</th>
<th>Lead</th>
<th>Data Entry</th>
<th>Data Coach</th>
<th>School Improvement</th>
<th>PBIS/MTSS School Climate</th>
<th>Career Technical Education</th>
<th>Special Education (Populations)</th>
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<tr>
<td>Matt Klare</td>
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<td>Marie Husby-Slater</td>
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<td>Mark Mitchell</td>
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<td>Karen Sanders</td>
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<td>Amy Szymanski</td>
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<td>Michael Petrasek</td>
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## On-Time Graduation Project Scale-Up

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<th>2019</th>
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<td>4 schools</td>
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On-Time Graduation Project
Year 1: 2017-2018

Put structures in place for a system of support for students, including those with disabilities, in grades 6, 9, 11 to keep them on-track for graduation.

Ensure that all currently mandated policies are in-place and all work is identified within the continuous improvement plan.
On-Time Graduation Project
Year 2: 2018-2019

Implement the integrated systems of support.
High School Early Warning Intervention Monitoring System Implementation Guide

For use with the National High School Center’s Early Warning System High School Tool

by Susan Solomon, Michelle V. Cummings, Jordan Hopper, Laura Bailey, and Jenny Kneze

EWIMS Implementation Guide
## EWIMS Meeting Schedule and Process

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Process (Correlated to Steps in This Guide)</th>
</tr>
</thead>
</table>
| **Before the start of the school year** | - Form/designate an EWIMS team (Step 1).  
  - Provide professional development to EWIMS team members about the EWS implementation process (Steps 1 and 2).  
  - Convene the EWIMS team (Step 1).  
  - Set up the EWS High School Tool or other research-based EWS tool (Step 2).  
  - Import or enter student information and, if available, incoming risk indicator data into the EWS High School Tool (Step 2).  
  - Review and interpret student needs on the basis of data from the previous year (Steps 3 and 4).  
  - Identify interventions for incoming students on the basis of the identified needs (Step 5). |
| **At the beginning of the school year** | - Reconvene the EWIMS team (Step 1).  
  - Verify student information, especially enrollment status, and update student roster to reflect new enrollees, transfers in and out, and other classifications (Step 2).  
  - Review incoming risk indicators or previous year data, including any additional information to interpret student needs (Steps 3 and 4).  
  - Identify and implement student interventions or supports on the basis of incoming risk indicator information if available (Step 5). |
| **After the first 20 or 30 days of the school year** | - Update the student roster to reflect new enrollees, transfers in and out, and other classifications (Step 2).  
  - Import students’ absences (Step 2).  
  - Review and interpret student- and school-level reports (Steps 3 and 4).  
  - Identify and implement student interventions (Step 5).  
  - Monitor students’ initial responses to interventions in which they are participating (Step 6).  
  - Revise students’ intervention assignments, as needed (Steps 5 and 6). |
### EWIMS Meeting Schedule and Process

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Process (Correlated to Steps in This Guide)</th>
</tr>
</thead>
<tbody>
<tr>
<td>After each grading period</td>
<td>Update the student roster to reflect new enrollees, transfers in and out, and other classifications (Step 2). Import or enter students’ absences, course failures, and behavior information (Step 2). Review and interpret student- and school-level reports (Steps 3 and 4). Identify and implement student interventions (Step 5). Monitor students’ responses to interventions in which they are participating (Step 6). Revise students’ intervention assignments, as needed (Steps 5 and 6).</td>
</tr>
<tr>
<td>At the end of the school year</td>
<td>Update the student roster to reflect new enrollees, transfers in and out, and other classifications (Step 2). Import or enter students’ absences, course failures, and behavior information (Step 2). Review and interpret student- and school-level data (Steps 3 and 4). Monitor students’ responses to existing interventions in which they are participating (Step 6). Revise students’ intervention assignments for summer and for the next academic year (Steps 5 and 6). Evaluate the EWIMS process, using student- and school-level reports, and revise as necessary (Step 7).</td>
</tr>
</tbody>
</table>
On-Time Graduation Project
Informational Materials

Integrating Systems to Promote On-Time Graduation
School District Activities & Resource Allocation

Integrating Systems to Promote On-Time Graduation
School District Participation
March 2018 – June 30, 2019

Build Capacity of Key School District Personnel

Identify an Administrator who can assist with systems integration in the high school, career technical center, and grades 9-12, to serve as the Team Lead. The Team Lead will serve as the direct contact to the ODE and CDE, and assist in the creation of the following:

- Ohio Improvement Process/Continuous Improvement
- Positive Behavior Supports and Intervention
- Multi-Targeted Systems of Support
- Career Advising Policy
- Chronic absenteeism and implementing Positive Behavior Supports
- Research-based indicators for identifying students at risk of not graduating on time, matching them to appropriate interventions, and monitoring progress
- Special Education Profile, Evidence-Based Practices and Procedures for Post-school Success
- Early Warning Systems

Integrate risk assessment tools into student information system through the Early Warning System.

- Identify a person or persons who will serve as a Coordinator in these areas:
  - Special Education, grades 9, 10, 11, and 12
  - Multisystem of support, and career technical education activities

- Identify a person or persons who will serve as a Data Coach/Coordinator in grades 9-12.

- Develop and implement a data recovery plan for high school, career technical centers, and grades 9-12.

- Develop a system for identifying and monitoring students at risk of not graduating on time.

- Develop a system for matching students to appropriate interventions and monitoring progress.

Integrating Systems to Promote On-Time Graduation
School District Participation Calendar
March 2018 – June 30, 2019

Use readily available data and evidence-based resources to improve on-time graduation and post-school outcomes of all students, with a focus on those with disabilities.

<table>
<thead>
<tr>
<th>March 2018 – June 30, 2019</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome webinar (1 hour)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gear up webinar for Team Lead, if needed (30 minutes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online training (3 hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Webinar to review and interpret data, discuss status of expectations (2 hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regional training for data entry, if needed (2 hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regional training to review early warning data, assign off-track interventions and revise expectations to-date (2 hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Anticipated Outcome</td>
<td>Proposed Date/Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-----------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Assistance with Data Designee</td>
<td>• Confirm student demographic data is loaded/will be loaded in the Calculator by 20/23 day attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Onsite meeting at each school district 2.5 hours  | • Discuss process that will be used to assign students to interventions from first day of school to 20/30 day attendance  
|                                                   | • Identify process to ensure student success plans will be written for each identified student  
|                                                   | • Confirm all future activity dates                                                   |
| Webinar                                           | • Identify students who have missed 10% or more of school by the 20 or 30th day.  
|                                                   | • Review and revise tiered attendance interventions based on data  
|                                                   | • Recognize the need to determine and discuss causes for absences based on data  
|                                                   | • Identify next steps for assigning and implementing interventions and developing student success plans |
| Onsite visit with each school 3.0 hours           | • Review and interpret Q1 data, discuss process for assigning interventions  
|                                                   | • Review and revise intervention inventory as needed  
|                                                   | • Introduce Implementation Measure                                                   |
| Webinar 1.5 hours                                 | • Review and revise multi-tiered systems of supports  
|                                                   | • Identify type and implementation plan for Social engagement/climate survey         |
| Technical Assistance with Data Designee           | • Confirm Q2 data is loaded/will be loaded in the Calculator  
|                                                   | • Discuss reports to print for the webinar                                            |

Alliance - TBD  
Lockland - 8/1  
Warrensville Heights - TBD  
Western - 8/15, 8:30-11:00  
Alliance - 11/5  
Lockland 10/23  
Warrensville Heights 10/30  
Western 10/31  
Week of 1/14
## Activity Schedule - All

### 2018-2019 On-Time Graduation Project Activity Calendar

<table>
<thead>
<tr>
<th>Activity</th>
<th>Anticipated Outcome</th>
<th>Proposed Date/Time</th>
<th>Team Member Role and Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>SST Phone Call</td>
<td>Discuss plans for onsite</td>
<td>Week of 7/22</td>
<td>Amy will contact each SST team lead</td>
</tr>
<tr>
<td>Technical Assistance with Data Designee</td>
<td>Confirm student demographic data is loaded/will be loaded in the calculator by 20/23 day attendance</td>
<td>Week of 7/30</td>
<td>Amy will contact each data designee and team lead</td>
</tr>
<tr>
<td>Onsite meeting at each school district 2.5 hours</td>
<td>Discuss process that will be used to assign students to interventions from first day of school to 20/30 day attendance  Identify process to ensure student success plans will be written for each identified student Confirm all future activity dates</td>
<td>Alliance - 7/6 / 7/10 Lickel - 8/5 Western - 8/15, 8/20-11:00 Warrensville Heights - 8/16, 9/00 - 11:30</td>
<td>Amy will attend</td>
</tr>
<tr>
<td>ODET Team Meeting</td>
<td></td>
<td>8/23 1:00 - 3:00</td>
<td>Amy will contact each SST team lead</td>
</tr>
<tr>
<td>SST Phone Call</td>
<td>Debrief 8/1 and 8/15 onsites Plan as needed for other two onsites Discuss plans for 30 day webinar Check status of OTGP Checklist for each school</td>
<td>Week of 8/27</td>
<td>Amy will contact each SST team lead</td>
</tr>
<tr>
<td>ODET Team Meeting</td>
<td>Review for 20/30 day attendance webinar Complete work on Implementation Measure</td>
<td>9/20 1:00 - 3:00</td>
<td>Amy-on all calls Emily/Mike - Matt/Ashley - Tishe - will be on 9/26 calls Brenna - will be on 9/26 calls Britton/Tom - attendance interventions Andro -</td>
</tr>
<tr>
<td>Webinar</td>
<td>Identify students who have missed 10% or more of school by the 20 or 30th day Review and revise tiered attendance interventions based on data Recognize the need to determine and discuss causes for absences based on data Identify next steps for assigning and implementing interventions and developing student success plans</td>
<td>Lickel - 9/24, 9:00 - 9:30 Western - 9/26, 10:00 - 11:00 Warrensville Heights - 10/8, 9:00-11:00 (extra time per request) Alliance -</td>
<td>Amy-on all calls Emily/Mike - Matt/Ashley - Tishe - will be on 9/26 calls Brenna - will be on 9/26 calls Britton/Tom - attendance interventions Andro -</td>
</tr>
<tr>
<td>SST Meeting</td>
<td>Discuss questions for reviewing and interpreting EWS data</td>
<td>9/27 1 hr time TBD via Doodle</td>
<td>Amy will contact each SST team lead</td>
</tr>
</tbody>
</table>
# Meeting Schedule and Process

<table>
<thead>
<tr>
<th>Key Activities</th>
<th>School Calendar Date</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date 2017-2018 state test scores available</td>
<td>June 21, 2018</td>
<td></td>
</tr>
<tr>
<td>First day for teachers</td>
<td>August 9, 2018</td>
<td></td>
</tr>
<tr>
<td>First day for students</td>
<td>August 14, 2018</td>
<td></td>
</tr>
<tr>
<td>Early attendance, First ☑️ 20 or ☒️ 30 days</td>
<td>September 26, 2018</td>
<td></td>
</tr>
<tr>
<td>DATA ENTRY DUE</td>
<td>October 1, 2018</td>
<td></td>
</tr>
<tr>
<td>MEETING</td>
<td>October 2, 2018</td>
<td></td>
</tr>
<tr>
<td>End of Quarter 1</td>
<td>October 12, 2018</td>
<td></td>
</tr>
<tr>
<td>Date Quarter 1 data available</td>
<td>October 19, 2018</td>
<td></td>
</tr>
<tr>
<td>DATA ENTRY DUE</td>
<td>October 22, 2018</td>
<td></td>
</tr>
<tr>
<td>MEETING</td>
<td>October 23, 2018</td>
<td></td>
</tr>
<tr>
<td>End of Quarter 2</td>
<td>December 21, 2018</td>
<td></td>
</tr>
<tr>
<td>Date Quarter 2 data available</td>
<td>January 11, 2019</td>
<td></td>
</tr>
<tr>
<td>DATA ENTRY DUE</td>
<td>January 14, 2019</td>
<td></td>
</tr>
<tr>
<td>MEETING</td>
<td>January 15, 2019</td>
<td></td>
</tr>
<tr>
<td>End of Quarter 3</td>
<td>March 8, 2019</td>
<td></td>
</tr>
<tr>
<td>Date Quarter 3 data available</td>
<td>March 15, 2019</td>
<td></td>
</tr>
<tr>
<td>DATA ENTRY DUE</td>
<td>March 18, 2019</td>
<td></td>
</tr>
<tr>
<td>MEETING</td>
<td>March 19, 2019</td>
<td></td>
</tr>
<tr>
<td>End of Quarter 4</td>
<td>May 23, 2019</td>
<td></td>
</tr>
<tr>
<td>Date Quarter 4 data available</td>
<td>May 30, 2019</td>
<td></td>
</tr>
<tr>
<td>Last day for teachers</td>
<td>May 24, 2019</td>
<td></td>
</tr>
<tr>
<td>DATA ENTRY DUE</td>
<td>June 3, 2019</td>
<td></td>
</tr>
<tr>
<td>MEETING</td>
<td>June 4, 2019</td>
<td></td>
</tr>
</tbody>
</table>
On-Time Graduation Project

Baseline Survey

The Ohio Department of Education (ODE) is partnering with regional State Support Teams and educational agencies in Ohio to build capacity of personnel to use readily available data and evidence-based resources to improve on-time graduation and post-school outcomes of all students, with a focus on those with disabilities. To do so, ODE will need to establish a baseline of current school policies, procedures, and practices related to the identification of and service delivery for students who are at-risk of not graduating on-time.

We appreciate your feedback to the questions below.
## On-Time Graduation Project Action Plan

<table>
<thead>
<tr>
<th>School District:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### ACTION PLAN

<table>
<thead>
<tr>
<th>Specific Action Step (&quot;What will be done?&quot;)</th>
<th>Who Will Be Responsible?</th>
<th>Needed Assistance or Resources</th>
<th>When Will this be Accomplished?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
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<td></td>
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<tr>
<td>4.</td>
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<td></td>
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<tr>
<td>5.</td>
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<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Expectation Checklist

**On-Time Graduation Project Checklist**

<table>
<thead>
<tr>
<th>Date</th>
<th>Not in-place</th>
<th>Partially in-place</th>
<th>In-place</th>
</tr>
</thead>
</table>

## 1. Intervention Inventory
- Includes at least one universal, targeted, and intensive intervention for attendance, course performance, and behavior.

## 2. NTACT Risk Calculator Tool
- Includes entire school year data for grades 6, 9, and 11.

## 3. Continuous Improvement Plan
- Includes use of an early warning system with an indicator for attendance, course performance, and behavior with clearly established thresholds.
- Includes use of a multi-tiered intervention and monitoring system.
- Incorporates Special Education Profile data.
- Incorporates Evidence-Based Predictors or Post School Success for Students with Disabilities.
Expectation and Implementation Rubric

On-Time Graduation Project 2018-2019 Expectation & Implementation Rubric

Purpose and Use
This Rubric will serve as a tool for the Department team to document the district’s completion of project expectations and the level of implementation for each completed expectation. The Department team and school can use this information within a continuous improvement process to determine the level and areas of needed support. The information can also be used to identify quality examples of implementation as well as the team’s capacity to mentor other project cohorts. The “in-progress” category indicates that the team implementation matches the project expectations (also noted in the OTGP expectation column) while quality provides an aspirational goal for teams to move toward.

Scoring
Please circle the level (Needs Improvement, In-Progress or Quality) that best matches the status of the OTGP Expectation described in the left column of the table below. Write a justification for the chosen level and other related comments in the box below each OTGP Expectation.

<table>
<thead>
<tr>
<th>OTGP Expectation</th>
<th>Needs Improvement</th>
<th>In-Progress</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intervention Inventory</td>
<td>The Intervention Inventory does not include at least one universal, targeted, and intensive intervention for attendance, course performance, and behavior.</td>
<td>The Intervention Inventory includes at least one universal, targeted, and intensive intervention for attendance, course performance and behavior, but there is not evidence that all of these interventions are (Mark those that are in place):</td>
<td>The Intervention Inventory includes a comprehensive array of interventions with at least one universal, targeted, and intensive interventions included for attendance, course performance and behavior, that is regularly reviewed and aligned to the needs of the individual student, student group or school AND these interventions are:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research-based (as applicable)</td>
<td>Research-based (as applicable)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aligned to need</td>
<td>Delivered by trained staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Delivered by trained staff</td>
<td>Delivered consistently</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Delivered in a group size and dosage optimal for the age and needs of students.</td>
<td>Delivered in a group size and dosage optimal for the age and needs of the student.</td>
</tr>
</tbody>
</table>

Comments and justification:
### Intervention Inventory

<table>
<thead>
<tr>
<th></th>
<th>TIER I</th>
<th>Availability</th>
<th>Details</th>
<th>TIER II</th>
<th>Availability</th>
<th>Details</th>
<th>TIER III</th>
<th>Availability</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
<td></td>
<td>Robocalls sent daily at 10am to all absent students and their families</td>
<td>Peer wake-up calls</td>
<td></td>
<td>100 students per 2 weeks</td>
<td>Parent conference</td>
<td></td>
<td>As needed</td>
</tr>
<tr>
<td><strong>Behavior</strong></td>
<td></td>
<td></td>
<td>100% students</td>
<td></td>
<td></td>
<td>Student council members (10) can be assigned up to 10 students to test</td>
<td>Dean will set up</td>
<td></td>
<td>parent attendance conference</td>
</tr>
<tr>
<td><strong>Course performance</strong></td>
<td></td>
<td></td>
<td>6-8 school-wide expectations from PBIS</td>
<td>Lunch group</td>
<td>40 students per 6 week session</td>
<td>Referral to in-school or out of school counseling</td>
<td></td>
<td>In-school: 20 OutOfschool: unlimited</td>
<td></td>
</tr>
<tr>
<td><strong>Course performance</strong></td>
<td></td>
<td></td>
<td>Study hall with math teacher 30 students</td>
<td>Tutoring</td>
<td>5 Aides available</td>
<td>Individualized online math program</td>
<td></td>
<td>100 licenses</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Available from 3:30-4:30pm in Room 107</td>
<td></td>
<td>1:1 tutoring in Math or ELA with Aides</td>
<td>Math teachers can refer students to dean</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ohio Early Warning Monitoring System Implementation Guide

For use with the National High School Center’s Early Warning System for Middle and High School Grades

By Susan Bowles Therriault, Mindee O’Cummings, Jessica Heppen, Laura Yerhot, Jenny Scala, and Michelle Perry
Updated for Ohio by: Marie Husby-Slater, Lisa Jones, and Jenny Scala
New Resource!
On the Right Track!

“The overall score from the Middle School / High School team increased [on the annual Reading Tiered Fidelity Inventory (R-TFI)] from a 29% in 2017-18 to a 79% in 2018-19.

This is an incredible increase that is rarely observed and is a testament to the integrated system model that we are working to develop and implement in ---Schools and the OTGP is a piece of this intricate puzzle.”
On the Right Track!

“These meetings allow you to sit down and process interventions, and people to bounce ideas; valuable time for peer networking and formulate action plans that you don’t have time on your day-to-day; common time to brainstorm with your team.”

“Focusing on the student needs at a root cause level.”
Lessons Learned

• Start small
• Take your time
• Ask for help
• Assume positive intent
• Create a logic model
• Establish measurement systems
Lessons Learned

• Identify an EWS champion on your state, regional and local teams

• Maintain timely and accurate EWS data
  – Provide support for data import through training and incentives
  – Include data entry team members in all meetings
Lessons Learned

• Leverage and integrate existing policies, procedures and practices

• Secure administrative/leadership buy-in

• Facilitate and encourage cross-district, office, program, department, agency networking
CELEBRATE SUCCESSES often - no matter how small or insignificant they may seem!
Questions?
thank YOU:-)
Join the Conversation

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Twitter: @OHEducation @OHEducationSupt
Instagram: OHEducation
YouTube: OhioEdDept
education.ohio.gov/text
References

References


http://education.ohio.gov/About/EachChildOurFuture
References