



**UTILIZING THE VILLAGE:
USING EARLY WARNING INDICATORS AND INTERVENTIONS TO
HELP RURAL STUDENTS SUCCEED IN SCHOOL**

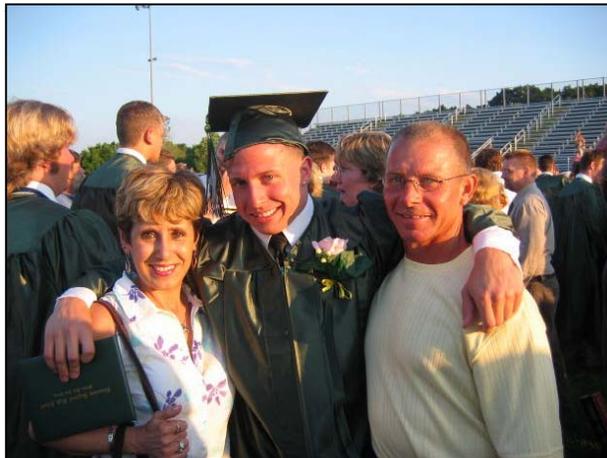
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WELCOME



Christina Weeter,
Education Program Specialist
U.S. Department of Education



GOALS FOR THIS WEBINAR



- Provide an overview of early warning systems (EWS) work and resource information.
- Introduce the tiered intervention model as system to address the needs of struggling students, from middle through high school.
- Discuss assets and challenges in doing this work in rural communities.
- Showcase examples of evidence-based practices that are working or could be adapted well in rural communities and show how they build on assets and deal with challenges.
- Feature several effective strategies in depth, providing advice on how to design and implement these strategies.
- Allow participants to share promising practices with peers.



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Attendee List (2) [Full Screen] [Menu Icon]

▼ Hosts (1)

- 🔒 Gary Gonzalez

► Presenters (0)

▼ Participants (1)

- 👤 Jerry Gonzalez

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UTILIZING THE VILLAGE: USING EARLY WARNING INDICATORS AND INTERVENTIONS TO HELP RURAL STUDENTS SUCCEED IN SCHOOL

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SUBMITTING QUESTIONS: OPEN CHAT



DROP-DOWN MENU

Chat (Everyone)

Gary Gonzalez: Thank you for joining today's the teleconferencing portion of the webinar, 733-5945 followed by access code 19470114 done so, please perform quick system diagnosis prompted, install the required software: http://mahernet.connectpro.acrobat.com/connector/meeting_test.htm . We will begin at the top of the hour.

Start Chat With

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Gary, where can I find today's PPT?

Everyone

TEXT FIELD

- To submit a question, type the question in the **text field** and press your **Enter/Return** key
 - Please enter the name to whom the question is directed
- To send questions only to the presenters, select **Presenters** from the **drop-down menu** before pressing your **Enter/Return** key
- Change **Text Size** and **Chat Color**

SUBMITTING QUESTIONS: CLOSED CHAT



- To submit a question, type the question in the **text field** and press your **Enter/Return** key
 - Please enter the name to whom the question is directed
- Your name and your question will appear on your screen, indicating successful submission
- Questions are directly transmitted to presenters—no other participants will see your questions

PRACTICE



In the **Chat Room**, please type the name of your organization, your location, and how many people are attending with you today.





ADVICE FOR DEVELOPING A RESPONSIVE EARLY WARNING SYSTEM IN RURAL COMMUNITIES



David Banner 2008

Dr. Bob Balfanz
*Co-Director, Everyone Graduates Center
John Hopkins University*

Mr. Mark Willoughby
*Director of Schools, DeKalb County Schools
DeKalb County, TN*



DEVELOPMENT OF EARLY WARNING SYSTEMS (EWS)



- Tracking the following indicators (the ABCs) can signal when students may be falling off-track to graduation:
 - Attendance
 - Behavior
 - Course Performance
- Department of Education EWS resource:
 - Using Data to Build Early Warning Systems—Webinar recording available at: <http://vimeo.com/37739265>*
- Most of the studies of EWS work have been done in urban locations. But state level studies have shown that ABC's matter everywhere.
- Today's presentation will focus on special considerations for rural communities.



CONSIDERATIONS IN RURAL COMMUNITIES



ASSETS

- Strong relationships
- Less “red tape”

CONSTRAINTS

- Lack of funding for data work
- Lack of time to collect and analyze data
- Need for staff training to use data even more effectively



BUILDING YOUR OWN EWS



- All data needed for EWS originates at the school level.
- When no state level EWS exists, schools or districts can organize and analyze their own attendance, behavior, and course performance data.
- Important to determine at outset whether district or school has staff time and capacity to do data work.





OPTION ONE

District creates a 'home-grown' system

- Determine whether to use commonly used (normative) indicator thresholds or establish your own cutoffs based on your local data.
- To establish indicators based on local data follow prior cohorts of students from at least 9th grade to graduation/dropout and 6th grade to 9th grade (5 years of longitudinal data is ideal).
- With local data need to set correct measures and cutoffs.
 - Manage trade-offs between setting the cutoff low and identifying students who may not be in danger of dropping out (false-positives) and setting cutoffs high and missing likely dropouts.





OPTION TWO

Each school analyzes their own data

- Begin by tracking commonly used (normative) off-track indicators:
 - attending less than 90% of the time
 - more than 1 disciplinary incident or sustained mild misbehavior (i.e. Office referrals)
 - course failures
- Adjust over time based on in-house analysis.



DOING YOUR OWN SEGMENTATION STUDIES



- Goal is to create back-on-track strategies based on student need in your district.
- Compile school records of all students who dropped out in the last year.
- Look at data from as many years prior as possible.
- Analyze the following for trends:
 - age;
 - credits earned;
 - attendance;
 - behavior;
 - and course performance.



ANALYZING EWS DATA



- Examine the distribution of students with off-track indicator/s across the middle grades and high school years in your district to help determine need and how resources should be allocated.
- At the school level examine distributions at the grade and classroom level. Use key groupings to look for the most strategic points of intervention.



USING THE DATA



- Capture data in user friendly form using free tools and data sheets.
- Share data with school staff.
 - Store spreadsheets electronically on the cloud (Google docs, etc.) for shared access.
- Organize to track student progress and provide effective interventions when students first exhibit indicators.
 - Talk with dropouts; administrators, teachers and counselors; and community partners (surveys, focus groups, etc.) to design interventions tailored to your community
 - Use Teacher Teams to work with students
 - Keep track of interventions used and measure impact



TOOLS AND RESOURCES



- National High School Center *Middle and High School Tools* (including data sheets and implementation guides) at: <http://www.betterhighschools.org/ews.asp>
- Virginia *VEWS Tool* (features excellent technical manual) at: http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml
- America's Promise *Grad Nation Guide Book* <http://www.americaspromise.org/Our-Work/Dropout-Prevention/Grad-Nation-Guidebook.aspx>
 - *Individual High School Dropout Transcript Analysis – Tool 7*
 - *School Performance Trends for Dropouts and/or withdrawals with Unknown Destinations – Tool 8*
 - *Key Data for an “Early Warning System” with On- and Off-Track Indicators – Tool 20*
 - *Attendance Survey – Tool 9*
 - *Surveys about Students’ Classroom and School Experiences – Tool 10*
 - *Different Perspectives Chart – Tool 11*



***These resources are all available for download during or after the event at:**
<http://ruraldropoutprevention.weebly.com/agenda--resources2.html>



PERSPECTIVES FROM A RURAL DISTRICT



David Banner 2008

Mr. Mark Willoughby
Director of Schools, DeKalb County, TN



QUESTIONS

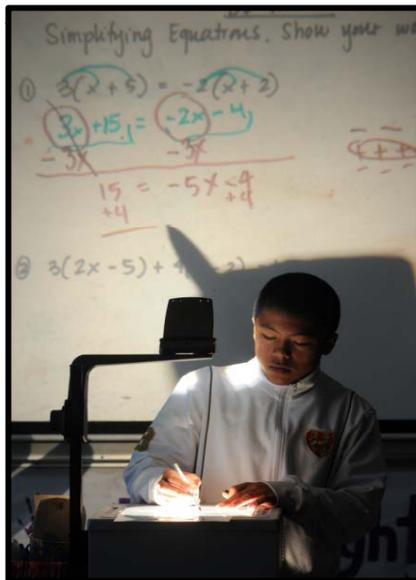


Please use the chat feature to send questions and comments for Bob and Mark. We will answer as many questions as time permits.





OVERVIEW OF TIERED INTERVENTION APPROACH



David Banner 2008

Ms. Terry Grobe

*Program Director, Jobs for the Future
Boston, MA*

Ms. Amanda Dorris

*Consultant, Jobs for the Future
Boston, MA*



TIERED INTERVENTION SYSTEM

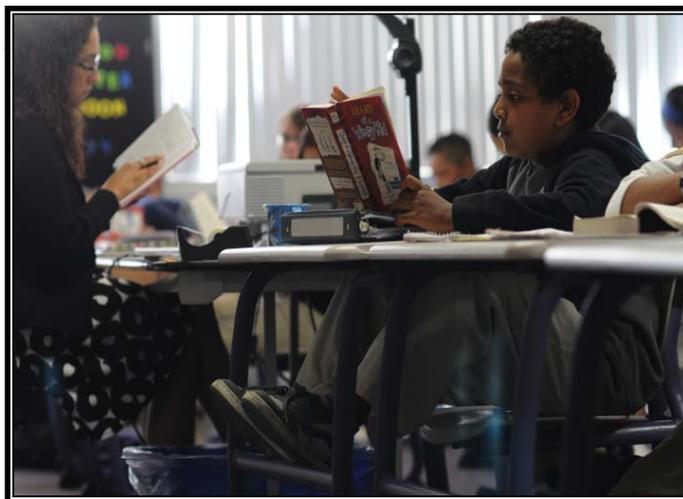


- EWS provides an opportunity to use data to fashion highly responsive intervention systems.
- Interventions can be organized into three tiers to target students with specific needs:
 - Whole school
 - Targeted
 - Intensive
- This tiered intervention system is modeled on medical triage, allowing schools to use resources strategically.
- The remainder of this webinar will focus on sharing effective interventions in each of these tiers.





TIER ONE INTERVENTION STRATEGIES



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TIER ONE



- Interventions designed to provide all students with the supports they need for school success.
- The following are a few examples:
 - school-wide attendance programs
 - student-centered discipline such as restorative circles and other restorative justice or asset-based approaches
 - engaging and relevant curriculum
 - college-going culture
 - high school and middle school orientations
 - transition programs at start and throughout year



TIER ONE



- Use the chat box to let us know:

What other whole school interventions have you used effectively to build student success and prevent dropouts?

- The chat box will stay open throughout this segment of the presentation and we will circle back to discuss your ideas.





REPORT CARD CONFERENCES: A STRATEGY TO IMPROVE COMMUNITY INVOLVEMENT AND STUDENT SUCCESS — FEATURED TIER ONE STRATEGY

Report Card Conference 2012

The purpose of conducting Report Card conferences:

- ✓ Offers students an opportunity to speak with caring community members about progress and future goals
- ✓ The conferences are positive and upbeat focusing solely on goals, solutions and encouragement
- ✓ This event combats issues with student attendance, discipline, achievement scores, and dropout rates.

Wednesday, October 17, 2012, Ware County High School

Dr. Joseph Barrows,
Superintendent, Ware County School District
Waycross, GA



WARE COUNTY HIGH SCHOOL (WCH)



- Serves 1500 students.
- Located in rural community of Waycross in southeast Georgia, home to 36,000 residents.
- In 2003-2004 the graduation rate was 45% at WCH. Dr. Joseph Barrow, Jr. was hired as new Superintendent in 2006 to lead improvements.
- Worked with Talent Development for 3 years and implemented many changes including:
 - Career Academies
 - Use of technology
 - Professional Development
 - Increased Community Involvement



REPORT CARD CONFERENCES



Report Card Conferences are short conversations between community volunteers and students held after each grading period to encourage students and problem solve if students are not doing well.



HOW IT WORKS



- Volunteers arrive early for a short training. They also receive a folder with instructions and sample documents.
- Conferences for the entire student body usually take a total of 90 minutes. Each first block class moves through in 10 minutes.
- A school counselor, administrator, and facilitator are present in each of four locations, keeping students moving to the volunteers' tables.



CONVERSATIONS WITH STUDENTS



- Conversations are brief but meaningful.
- Volunteers are instructed to keep things positive:
 - providing encouragement
 - discussing solutions to problems
 - distributing certificates
- Students failing 2 or more classes complete a Recovery Contract:
 - Student identifies possible causes:
 - Attendance
 - Homework
 - Behavior
 - Organization
 - Don't understand material
 - Requests a meeting with the academy officer or homeroom teacher to discuss how to get back on track.



Recovery Contract
We need to talk. I need your help!

After meeting my goals, I realize that I am in danger of not successfully completing the academy program. I am relinquishing my chance of earning a high school diploma on schedule that will make me successful in my high school career work. I am aware that it is not my fault. Could you please help me before a time when I may need help to discuss the how I can do to improve my performance?

I performed poorly in the following subjects

subject 1 _____ teacher _____
subject 2 _____ teacher _____
subject 3 _____ teacher _____
subject 4 _____ teacher _____

I believe my difficulties are a result of (check all that apply):

____ my attendance ____ my behavior
____ not completing my homework ____ not participating in class
____ not working to the best of my abilities ____ poor test scores
____ I don't understand the material ____ not staying organized
____ other _____ ____ I need additional help
____ other _____

____ My parents or guardian would like to attend our meeting

Student name _____ Academy _____
Student signature _____ Date _____

Please turn this completed form into your academy officer or homeroom teacher.



OUTCOMES



- All students have the opportunity to have a positive interaction with an adult about academic achievement. They learn there are caring adults in the community who have an interest in their future.
- Students are exposed to many role models and hear first hand from business men and woman some of the characteristics they are looking for in employees.
- Identification of struggling students during the conferences provides an additional safety net, so no one slips through.
- Community members get the opportunity to interact with students. Many are surprised by the students great performance and behavior. This has led to a shift in perception about the high school.



QUESTIONS



Please use the chat feature to send questions and comments. We will answer as many questions as time permits.



SHARING TIER ONE STRATEGIES



- Please continue sharing ideas in the chat box:

What other whole school interventions have you used effectively to build student success and prevent dropouts?

- While you are using the chat box, we would like to draw your attention to another effective strategy being used in at Oberlin High School in Allen Parish, LA - Response to Intervention/Enrichment Period.
- Our facilitator will summarize a few of the strategy ideas sent in by your peers through the chat feature.





TIER TWO INTERVENTION STRATEGIES



TIER TWO



- Interventions designed to help an identified group of struggling students stay on the path to graduation.
- The following are some examples:
 - Use of adults in school to connect with high-risk students to encourage attendance
 - Community members or older students as mentor/tutors
 - Transition to high school programming for struggling students in the summer and throughout the year



TIER TWO



- Use the chat box to let us know:

What other targeted interventions have you used effectively to help struggling students displaying one or two indicators over a short time?

- Chat box will stay open throughout this segment of the presentation and we will circle back to discuss your ideas.





TEACH AHEAD: A STRATEGY TO SUPPORT STRUGGLING STUDENTS — FEATURED TIER TWO INTERVENTION



Mr. Mark Willoughby,
Director of Schools, DeKalb County Schools
DeKalb County, TN



DEKALB COUNTY



- Located in central Tennessee, the county is home to approximately 19,000 residents.
- Internal feedback indicated that students participating in a summer remediation program were there because they did not do the work, not because they were typically struggling with concepts or content.



TEACH AHEAD STRATEGY



Pre-teaching next years curriculum in the summer and the next day's material in after school programs builds the confidence of students who are underachieving, so they know they can do the work at the same level as their classmates.



HOW IT WORKS



- During summer school teachers pre-teach the next years curriculum.
- Whenever it is possible with scheduling, the students' teacher for the next year teaches the summer school course. This functions as a form of looping (students have the same teacher over a period of time).
- To provide additional support for students struggling in a particular subject, teachers pre-teach material for the coming day during some after school programs.



OUTCOMES



- Pre-teaching builds the confidence of students who traditionally underachieved, improving their participation and performance throughout the year.
- Students who needed remediation learn they are capable of doing grade-level work and can keep up with their peers.
- Students who participated in summer school start the year at the same level or ahead of their classmates.



QUESTIONS



Please use the chat feature to send questions and comments. We will answer as many questions as time permits.



SHARING TIER TWO STRATEGIES



- Please continue sharing ideas in the special chat box:

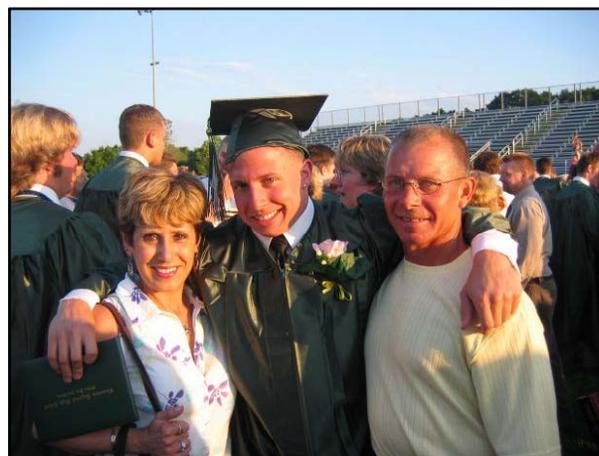
What other targeted interventions have you used effectively to help struggling students displaying one or two indicators over a short time?

- While you are using the chat box, our presenters will share some additional strategies that are working in their district.
- Our facilitator will summarize a few of the strategy ideas sent in by your peers through the chat feature.





TIER THREE INTERVENTION STRATEGIES



TIER THREE



- Intensive interventions designed for the students that display multiple indicators over time, indicating that they are at high risk for leaving school.
- The following are a few examples:
 - Use of a graduation coach/team
 - High counselor-to-student-ratio and frequent meetings with high risk students
 - Use of outside case managers to work with students
 - Creation of individualized improvement plans



TIER THREE



- Use the chat box to let us know:

What other targeted interventions have you used effectively to help struggling students displaying multiple indicators over a longer time period?

- Chat box will stay open throughout this segment of the presentation and we will circle back to discuss your ideas.





DROPOUT COUNSELING PLAN: A STRATEGY TO RECONNECT STUDENTS WHO WANT TO LEAVE SCHOOL – FEATURED TIER THREE STRATEGY



Ms. Julie Turner,
School Improvement Specialist, Dothan City Schools
Dothan, AL



DOTHAN CITY SCHOOLS (DCS)



- Dothan City Schools district includes two high schools, Dothan High and Northview High, each serves about 1,200 students.
- Dothan, a small city in Southeast Alabama, is home to 66,000.
- In 2007, 127 students were on the administrative withdrawal list. Julie Turner, School Improvement Specialist, launched effort to account for all students and support them through graduation.
- Implemented many changes including:
 - A graduate tracking system to identify students in need of support
 - Rigorous prevention and intervention programming
 - Increased community involvement
 - Dropout counseling plans to catch students considering dropping out before they leave for good and help them get on track to graduation



DROPOUT COUNSELING PLANNING PROCESS



- Targets students considering leaving school
- Provides needed support to get back on track.
- Lengthy process includes essay writing and practice GED.
- Many opportunities to work with caring adults to determine what the student needs to stay in school.



HOW IT WORKS



- Students first meet with a counselor who works with them to try to problem solve.
- If students still want to leave school:
 - Receive and discuss a packet of materials on careers and economics of having a high school degree
 - Write three essays
 - Take a practice GRE and discuss their scores
 - Meet with a Graduation team (Counselor, 2 Teachers, Principal, School Improvement Specialist, others)



HOW IT WORKS



- Students are strongly encouraged to keep coming to classes during the process.
- At any point in the process a student can decide s/he does not want to leave school.



Student complete a graduation contract.

- Formalizes what student will do to stay on track
- Essentially an Intervention Plan with a different name
- Student continues to receive intervention support



OUTCOMES



- Administrators and staff are committed to the mission of keeping track of all students.
- A harder dropout process has proven to be a deterrent in itself.
- Students meet with many caring adults who can help them determine how to get back on track.
- Students are placed at the center of the process and the longer time period gives them opportunity to consider what they want for their future before making such a large decision.
- In 2007-2008, 127 students were on the administrative withdrawal list. The comprehensive efforts at Dothan and Northview High Schools brought that number down to 117, then, 30, then 3, and 2 this year.



QUESTIONS



Please use the chat feature to send questions and comments. We will answer as many questions as time permits.



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SHARING TIER THREE STRATEGIES



- Please continue sharing ideas through the special chat box:

What other targeted interventions have you used effectively to help struggling students displaying multiple indicators over a longer time period?

- While you are using the chat box, presenters will share more detail about strategies that are working in their district.
- Our facilitator will summarize a few of the strategy ideas sent in by your peers through the chat feature.





CLOSING



David Banner 2008

Christina Weeter,
Education Program Specialist
U.S. Department of Education





Webinar One—COMPLETED

- *Utilizing the Village: Building Community Support for Dropout Prevention and Recovery Work in Rural Communities*

To view the recording and access resources visit:

<http://dropoutprevention.weebly.com>

Webinar Three—Early Spring 2013

- *Utilizing the Village: Reengaging Dropouts through Recovery Programming in Rural Communities*

We hope you will invite local practitioners to participate.



FOR FURTHER INFORMATION



- Please complete the survey which you will see on your screen, it will help us improve the next webinar.
- After the webinar visit <http://dropoutprevention.weebly.com> to access all resources and a recording of this webinar (posted one week after the event) as well as learn about the next webinar.



FOR FURTHER INFORMATION



Continue the conversation about effective intervention strategies by joining the School Turnaround Learning Community Rural Schools Group at <http://www.schoolturnaroundsupport.org/group/rural-schools> and click on “Group Discussions”.

School Turnaround Learning Community - Windows Internet Explorer
http://www.schoolturnaroundsupport.org/group/rural-schools

STLC SCHOOL TURNAROUND LEARNING COMMUNITY

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Rural Schools

Promoting Learning in Rural Schools

The Center for Innovation and Improvement has released a report on how to promote learning in rural schools.

1 2 3

Promoting Learning in Rural Schools

Printed-friendly version

The focus of the Rural Schools group is to disseminate information on the use of technology, teacher and leadership development and instructional practices as strategies to support student achievement and school improvement in rural communities. We hope school, district, and state leaders across the country will interact in this group to share ideas, successes, and challenges as a way of learning from their peers.

Resources

Actions

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