

**2020-2025 Strategic Plan: Equity for All**

---

# **Early Warning Indicator System**

**School Board Meeting  
December 2, 2021**





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

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

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



# Early Warning Indicator System (EWIS)

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



# EWIS Alignment to Equity For All 2025

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

## SYSTEMIC ALIGNMENT

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

- ✓ enable students to explore and succeed in their postsecondary pathway

## INSTRUCTIONAL EXCELLENCE

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

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

## STUDENT ACCESSIBILITY AND SUPPORT

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

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



# Early Warning Indicators

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

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





# Student Behavior Administrator Response (SBAR) Indicators

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

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



# Expanding the Utility of EWIS

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

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





# Correlates to School Readiness and Success

## Early Childhood

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

## Elementary

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

## Middle School

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





# Spring 2022: DESSA SEL Universal Screener

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

[Additional Information about the DESSA](#)



# Benefits of the EWIS

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



# Year-1 Implementation Focus - September 2021

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

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



# Next Steps/Timeline

## Phase 1 September-October

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

## Phase 2 November-January

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

## Phase 3 February-March

- Initiate EWIS Pilot
- Collect, analyze staff usability feedback



Alexandria City Public Schools

# Questions?



## Superintendent

Dr. Gregory C. Hutchings, Jr.

## School Board

Meagan L. Alderton, Chair  
Veronica Nolan, Vice Chair

Cindy Anderson  
Ramee A. Gentry  
Jacinta Greene

Margaret Lorber  
Michelle Rief

Christopher A. Suarez  
Heather Thornton