Pennsylvania Department of Education

Early Warning Indicators and At Risk Identification Guided Practice Activities

Document #C2.3



# Early Warning Indicators and At Risk Identification Guided Practice Activities

**Guided Practice Activity #1**

What do you think the three most predictive Early Warning Indicators will be? Provide responses and reasoning below:

1)

2)

3)

Provide your reasoning below:

**Guided Practice Activity #2**

Are these indicators the problem or as these indicators the visible symptoms of the underlying issue?

A) These indicators are the problem.

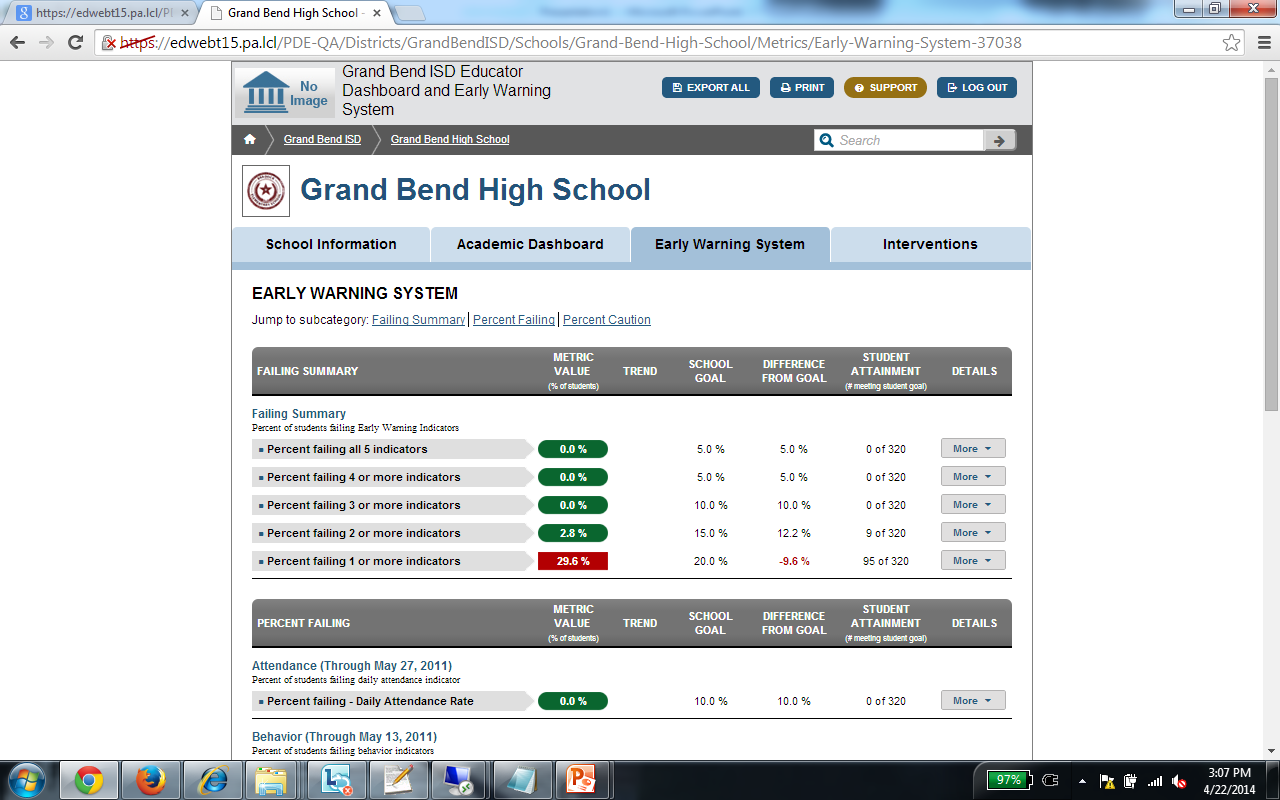
B) These indicators are a symptom of the problem.

Please provide the rationale for your response below:

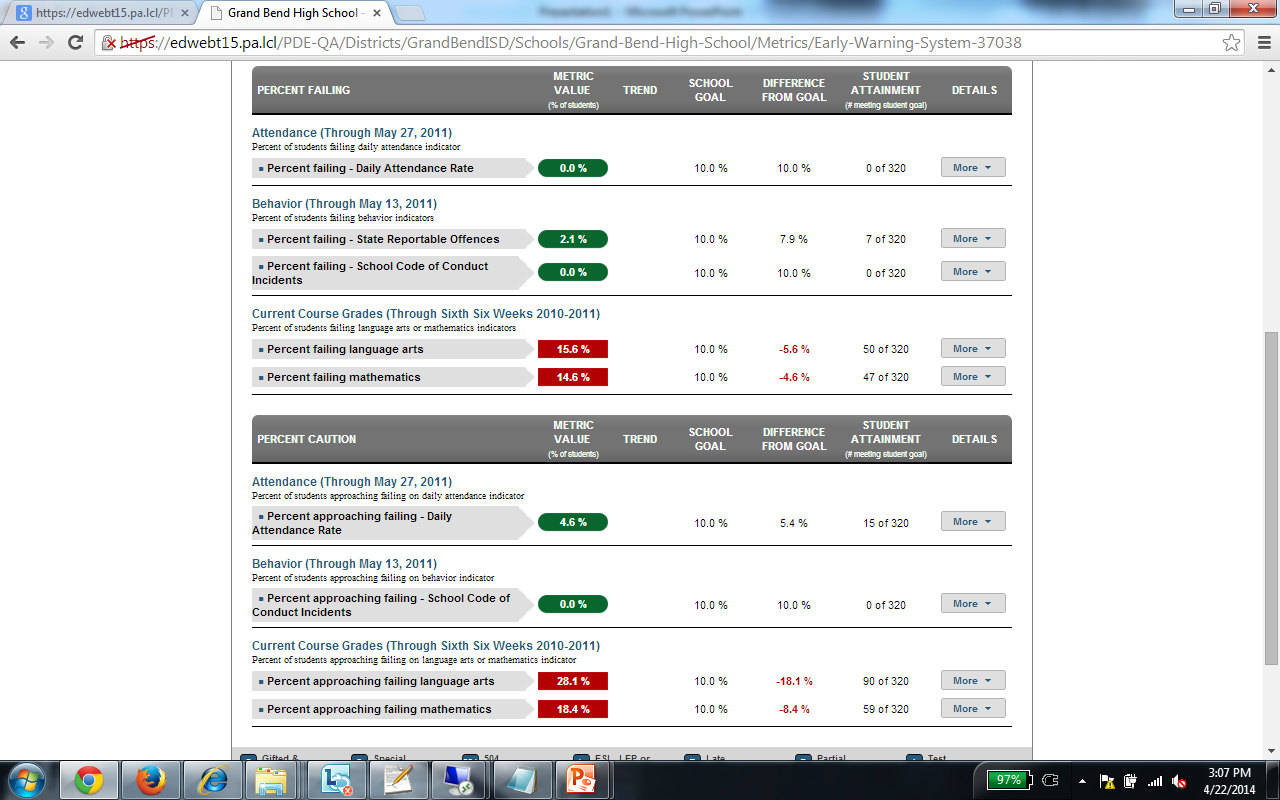
**Guided Practice Activity #3**

Directions:

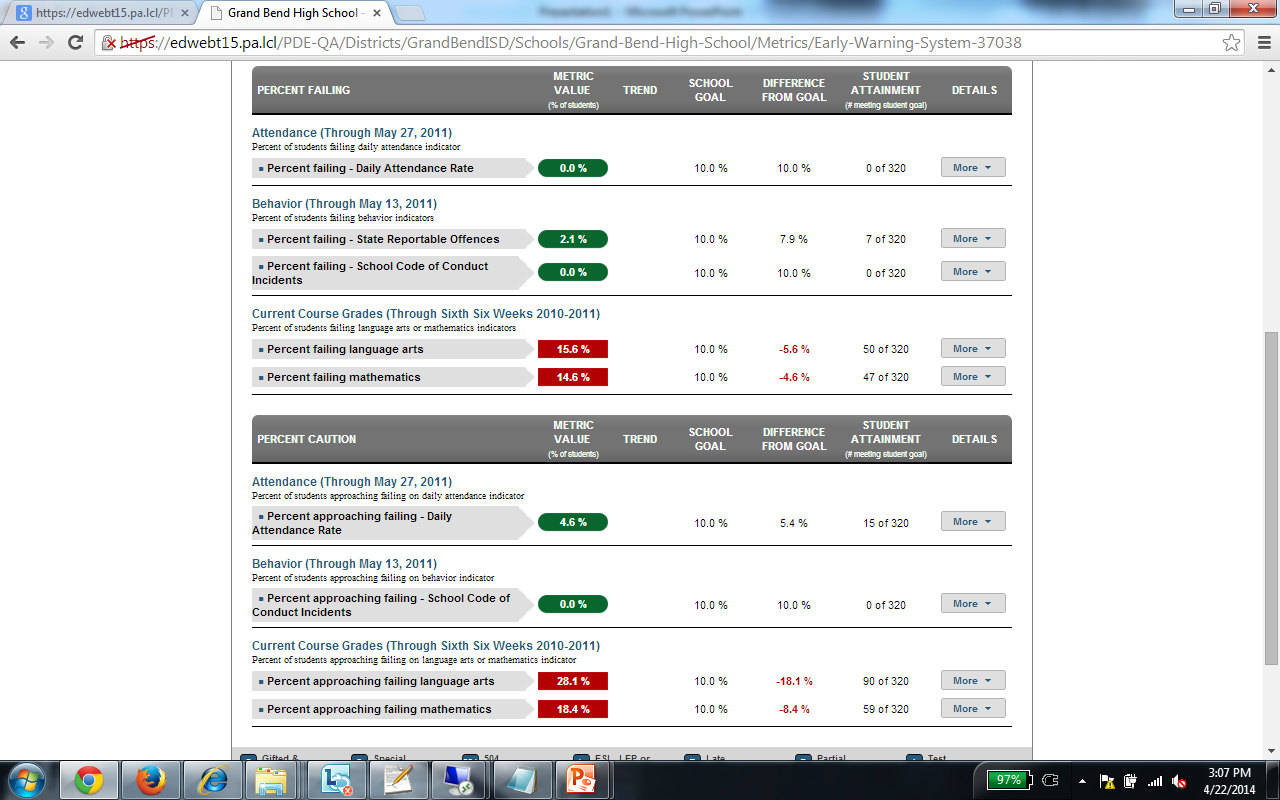
1. Log on to the PDE Educator Dashboard.
2. Navigate to the Early Warning System Tab.
3. Under the Failing Summary (sample screenshot below), how many students do you have in each category? Fill in your answer in the text box:



1. The Percent Failing section (sample screen shot below) shows what percentage of students are being flagged for each Early Warning Indicator, including Attendance, Behavior and Course Performance. Based on the information you see in your Dashboard, would you consider exploring new school or district-wide interventions to address a prevailing issue? If yes, talk about the issue that you need to address. If no, what data here supports that decision?



1. The Percent Caution (screenshot shown below) highlights students who have demonstrated some issues in one or more of the risk categories. While they are officially not at risk, administrations often choose to identify these students for interventions as well for preventative measures. How would you target student groups who are in the “caution” status?



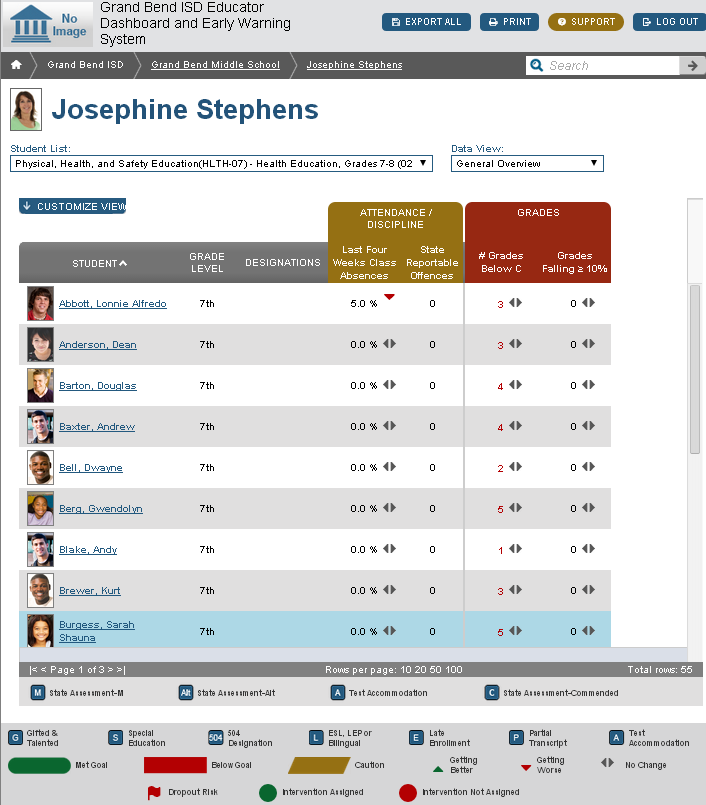
**Guided Practice Activity #4**

1. For each section, Failing Summary, Percent Failing and Percent Caution, drill down on each **More** link for each indicator.
2. There is a Grade Level Chart and Historical Chart for each indicator. What types of questions can we answer by looking at the data this way? For example, in the Historical Chart for Behavior, are there Grading Periods where incidents are particularly prevalent? Can this be attributed to an event at your school/campus? Or is this cyclical each year? If it is a cyclical pattern, how can you increase supports during that time to mitigate the issue?

**Guided Practice #5**

Using the Student List, answer the following questions.

**Hint:** Use the legend at the bottom of the screen to identify the icons that signal changes in trends.



1. Identify one student who has been demonstrating increased absences in the past four weeks.
2. Identify one student who has been improving in the Grades Below C metric.
3. Identify a student who has a State Reportable Offense metric that has stayed the same.
4. Click on the column header. How does this change the student list?

**Guided Practice #6**

On the Student List, select the **See More Data** option and check all the available columns. Using this additional data points, answer the questions below.

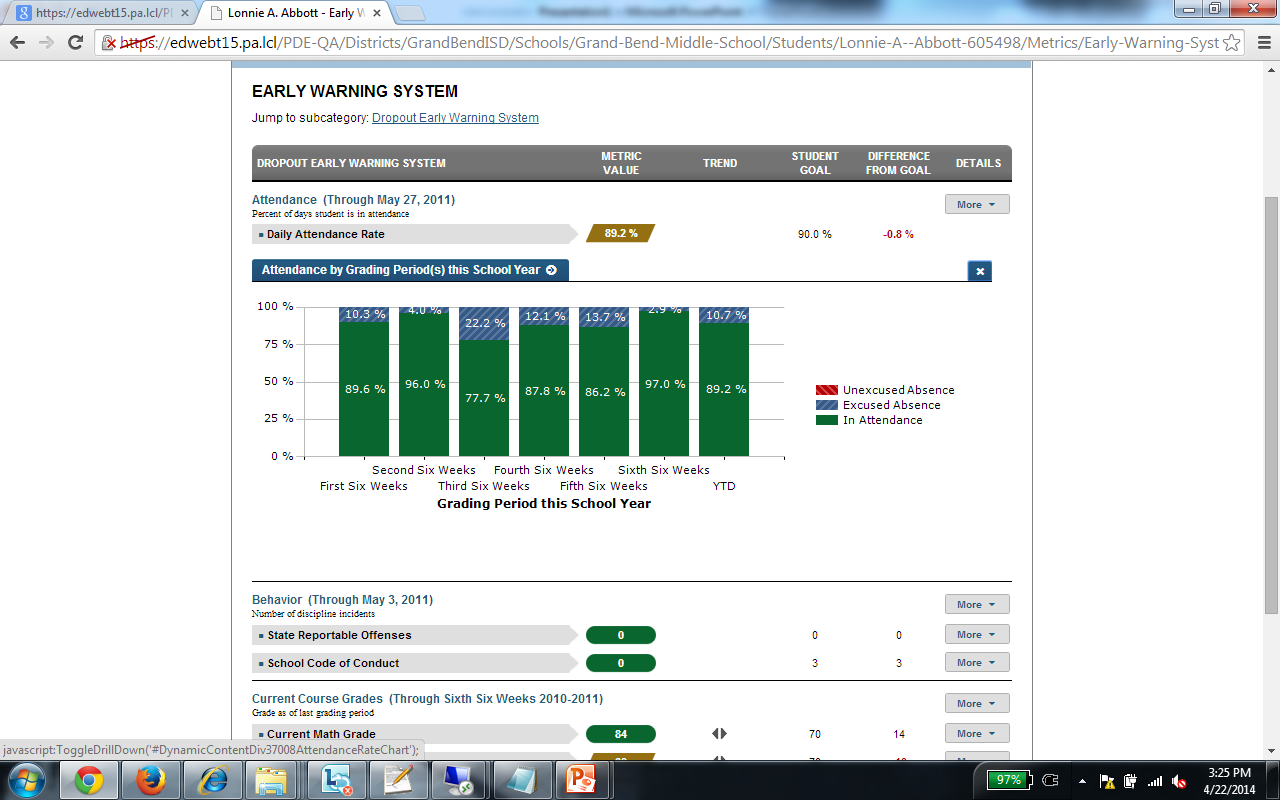
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1. Identify a student who has a low Year to Date Absence rate, but a high absence rate for the past four weeks. What does this trend possibly indicate?
2. Identify a student who has a very high Year to Date Absence rate. What does the trend possible indicate?
3. Identify a student who has a high class absence rate, but good daily attendance. What does this trend possible indicate?
4. During this exploration, what else of interest did you find?

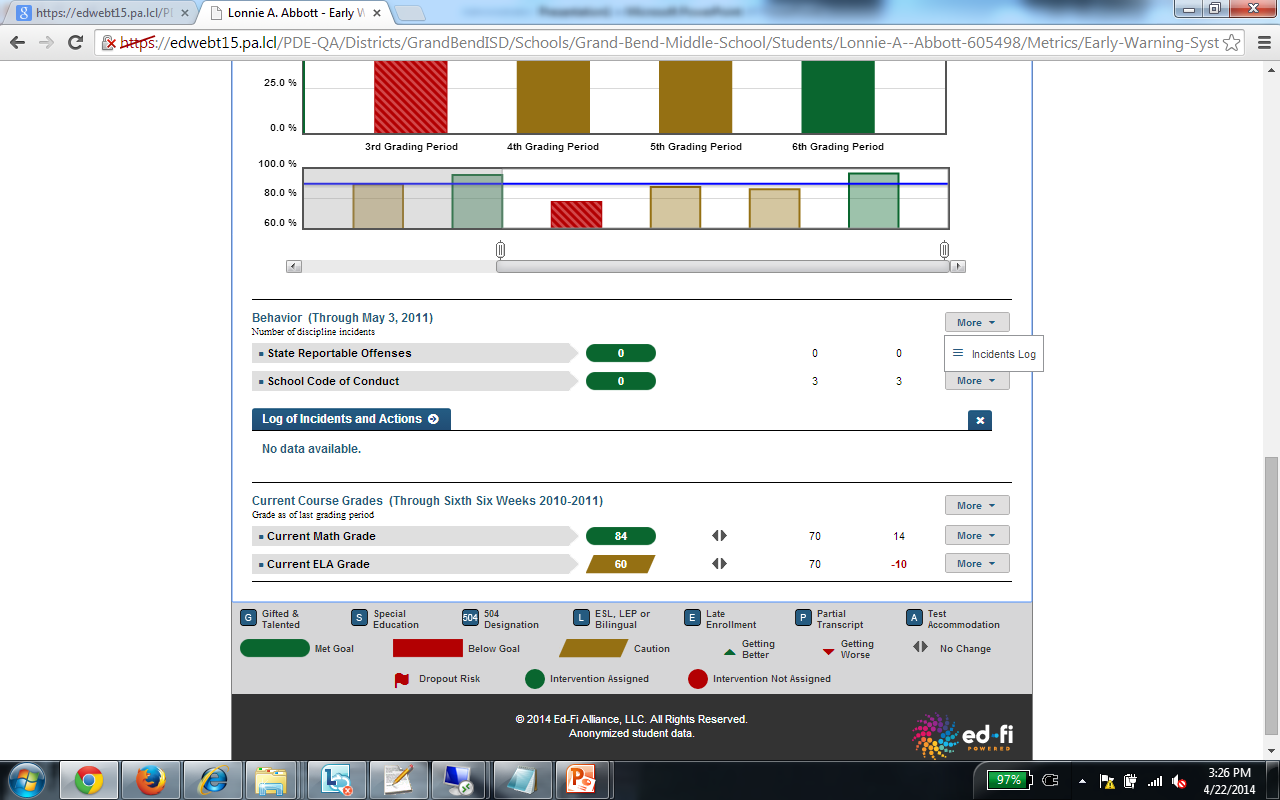
**Guided Practice Activity #7**

Select one student from the Student List that you would like to investigate further. Then using the **More** selection for each indicator, drill down and explore the detailed reports. Use this information to answer the questions below about your target student.

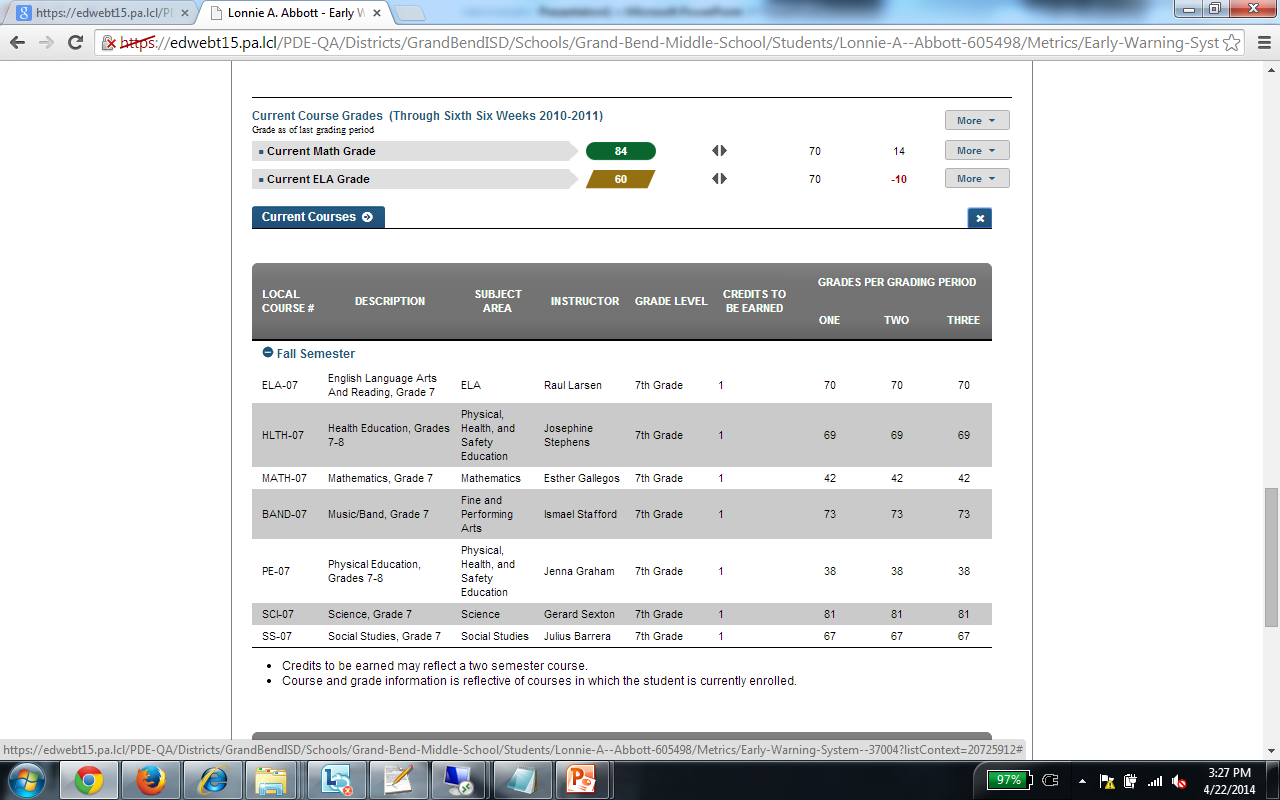
1. What additional reports can we find under Attendance? What can we learn comparing current attendance data with attendance rates from previous grading periods?



1. What additional reports can we find under Behavior? What can we learn by viewing the entire Incident Log?



1. What additional information can we find under Course Performance? What can we learn about a student’s academic performance?



# Early Warning Indicators and At Risk Identification Guided Practice Activities

**Answer Key**

**Guided Practice Activity #1**

1. Attendance
2. Behavior
3. Course Performance

**Guided Practice Activity #2**

The correct answer is “B”. The indicators are symptoms of the issue students are facing. These are data points that help us quantify a student is at risk.

**Guided Practice Activity #3**

Q3) This is just a straight count of what the participants see in the Dashboards.

Q4) Some sample ideas: If administrators/staff see that there is an attendance issue across the board, then perhaps the school/district needs to consider a Tier 3 attendance intervention – something like a motivational attendance contest or a practice of public recognition for good attendance. Similar ideas should be considered for Behavior or Course Performance.

Q5) Students who are in the “caution” status may not need the intensive interventions necessary for at risk students. Less intensive interventions may include inviting these students to engage in clubs, sports or other special school programs. Administrators/staff can also determine if these students groups all enrolled in a particular course or share school schedules. Changes at these levels can re-engage the student.

**Guided Practice Activity #4**

Through the Grade Level Charts, we can see which grades are having the most issue with specific indicators. This allows us to best decide how to supply interventions with each grade level. For example, if the 9th graders are struggling with attendance, you can focus attendance interventions for this grade.

Through the Historical Charts we can see trends over time. Specifically, we can note at which points during the year students are demonstrating issues with specific indicators. If first semester absences are particularly problematic, for example, you would then be able to focus additional supports during that time.

**Guided Practice Activity #5**

Questions #1-3 will be different for each participant. For Q4, the columns sort by highest to lowest or vice-versa. This allows us to see the poorest performers and the high performers in each category.

**Guided Practice Activity #6**

Q1) This demonstrates that the student does not have a chronic attendance issue, but just recently started having issues.

Q2) This demonstrates the student has a history of chronic absenteeism.

Q3) There are several reasons why this may be occurring, but we can see that the student *is* coming to school, but is just missing a class here and there. Is the student missing first or last period every day? Is this student skipping Math or ELA?

**Guided Practice Activity #7**

Q1) Under Attendance, we can see the attendance rate by grading period as well as the historical attendance rates. This allows us to compare current and historical data, as well as identify trends in attendance.

Q2) Under Behavior, we can view the entire Incident Log. This allows us to understand the frequency and severity of a student’s behavioral issues and helps to determine the intensity of intervention necessary.

Q3) Under Course Performance we can see details for each course, including the teacher, credits earned and grade for each grading period. This allows us to see the content areas that are problematic for the student. We can also see, for example, if a student is high performing in all but one or two areas. This allows us to target our supports.