9th Grade On-Track Goal

Development of a System-Wide Early Warning Framework for Supporting On-Time Graduation Across 9th Grade Students

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Research & Evaluation conducted a literature scan and historical trend analyses to inform the development of a district-wide **Early Warning Indicator System (EWIS)**, which has been established as a key initiative effort to the support 9th Grade On-Track Priority goal for the Strategic. In addition to this attached research report, Research & Evaluation (R&E) provided significant data and research support to the College & Career Readiness Department aligned to the **9th grade On-Track goal**, including:

- **Student On-Track Status**: R&E prepared analyses of mid-year and end-of-year credit earning outcomes for students in grades 9, 10, and 11, focusing on trends in credit earning for Students of Color Furthest from Educational Justice and African American male students since the inception of the 24- credit graduation requirement.

- **Graduation Pathways**: To understand the possible impact of changes to high school graduation pathways authorized under Washington State House Bill 1599, R&E analyzed how changes in would have impacted on-time graduation rates for the Class of 2019. Findings from this analysis were shared with the College and Career Readiness Strategic Plan Workgroup in February 2020, with a particular focus on graduation pathways completed by African American male students.
- **Atlas Data Reports**: R&E supported the Business Intelligence team in the development of two Atlas reports tracking student completion of HB1599 graduation requirements and course-level credit requirements, providing historical trend analyses and technical consultation.

EWIS Report Abstract

SPS has identified the development of a district-wide system of supports ensuring students receive a strong start and timely help in their first year of high school as a key initiative for 2020-21. Early warning systems make informed predictions about individual students' likelihood of meeting important educational goals, like on-time high school graduation. By identifying students as soon as they begin to demonstrate some risk of not meeting a benchmark goal, early warning systems help educators to intervene earlier through intervention. This brief summarizes relevant contextual research on early warning system efficacy, identifies key indicators predicting student outcomes at the end of 9th grade, and summarizes key challenges, recommendations, and questions for leadership.

What data informs a 'typical' Early Warning Indicator System? As a starting point for monitoring, most research suggests districts should focus on three key early warning indicators: attendance (total, unexcused), behavior (suspensions, office referrals), and course grades (including interim outcomes such as missing assignments). In systematic, large-scale reviews, these outcomes are reliable predictors of which students are at risk for dropping out. Critically, EWI indicators such as attendance, behavior, and course grades may reflect disengagement from the academic process that is driven by other root causes which are difficult to measure directly, such as students' negative relationships with teachers.

Why focus on student on-track status at the end of 9th grade? SPS students who end 9th grade on-track are more likely to graduate from a district high school within four years. Students who ended their 9th grade year 'on-track' in 2015-16 were three times more likely to graduate on-time in 2018-19, relative to students who ended their 9th grade year off-track. The proportion of 9th grade students ending the year on-track has increased over time. In 2018-19, the last year of 'typical' grading, 16% of SPS ninth grade students enrolled on June 1st ended the year with fewer than six credits.

What factors predict student on-track status at the end of 9th grade?
- *Attendance*: Absenteeism provides a strong, early signal that students may end the year off-track. Ninth grade students who earned fewer than six credits in AY 2018-19 accrued 3.4 times as many absences as students who ended the year on-track -- an average of just over 35 absences over the course of the school year. Fifty percent of enrolled 9th grade students who accrued four or more absences within the first six weeks of the 2018-19 school year ended the year off-track, compared to 8% of students earning fewer than four absences.

- *Course Grades*: First quarter grades are strongly predictive of on-track outcomes for 9th graders and provide an early signal for timely intervention. Whereas 46% of students who ended the year off-track in 2018-19 earned at least one 'E' or two or more 'D' grades in the first quarter, only 7% of students who ended the year on-track earned an E or two Ds in the first quarter.
- *Course Enrollment*: In 2018-19, 29% of students who ended 9th grade off-track for on-time graduation did not enroll in courses yielding six or more credit opportunities over the course of the year. Student course schedules should be analyzed at the beginning of the 9th grade year to ensure students are enrolled in courses awarding three or more credits per semester.
- *Late-Entry*: In 2018-19, 23% of 9th grade students who ended the year off-track entered SPS 10 or more days after the official start of the fall or spring semester. Proportionally, late-entering students were more likely to end the year off-track than any other student group (64% of students entering late in the fall, and 84% of students entering late in the spring).
- *Discipline Events*: 9th grade behavioral incident rates did not show a strong association with end of year on-track status in 2018-19, particularly when evaluated early in the year. Ninety-six percent of students who ended the year off-track did not experience a state-reportable discipline event (suspension or expulsion) in the first quarter of the year.

What Factors Inform 9th Grade Progress Monitoring by Data Review Teams? School data teams should meet weekly to review 9th grade student progress and identify individuals for support and possible intervention. Some research suggests clear, easy-to-follow criteria are more likely to facilitate team discussions than 'black box' model recommendations. Clear criteria also increase the likelihood that teams will identify factors impacting school-level data availability or quality.

Key Challenge 1: Account for impact of school closures: School closures in 2020-21 will impact district ability to develop 'prototype' or pilot reports guiding a 'typical' school year EWI. School closures will also impact availability of data that can inform future efforts to identify off-track students, such as from standardized assessments. Changes to the district grading policy, including the elimination of Es in Spring 2020 and AY2020-21, will impact the predictive validity of prior-year GPAs and course failures.

Key Challenge 2: Development of a 'strengths-based' EWI: Although well-designed EWIs can be used to evaluate the efficacy of school-level support systems, 'traditional' systems place overt focus on student-level risk factors and outcomes. Developing a 'strengths-based' EWI will require SPS to focus on classroom, school, and district level processes that capitalize on student strengths rather than risk factors. Four potential solutions are offered for embedding strength-based EWIS strategies:
- Consider adopting a formal name for this framework or system that focuses on district-provided supports rather than student risk factors (e.g., 'SPS 9th Grade Student Support Framework').
- Develop EWI protocols that focus conversations about student data around student strengths.
- Explore options to incorporate data on student social-emotional learning and engagement in future versions of the district-wide EWI.
- Ensure that protocols include discussion of adult systems and processes that support students and incorporate measures of adult success into the district EWI.

Key Challenge 3: Development of systems and processes for intervention tracking: At present, SPS does not have a single platform for tracking student assignment to and participation in supporting interventions, limiting central office capacity to investigate the efficacy of the wide variety of intervention strategies used across the district. Although one district-adopted platform, Homeroom, can be used to track student assignments to interventions, it is not widely used by secondary teachers. Technical features of the platform may also limit its utility for intervention tracking at scale.

RESEARCH REPORT

DEVELOPMENT OF A SYSTEM-WIDE EARLY WARNING FRAMEWORK FOR SUPPORTING FUTURE ON-TIME GRADUATION ACROSS 9TH GRADE STUDENTS

SEPTEMBER 2020

RESEARCH & EVALUATION DEPARTMENT

Jane Barker, PhD

I.   Introduction

In alignment with the SPS 9th Grade On-Track Priority goal ('Students of color who are furthest from educational justice will finish 9th grade on track for on-time graduation'), SPS has identified the development of a district-wide system of supports ensuring students receive a strong start and timely help in their first year of high school as a key initiative for 2020-21.

This brief summarizes relevant contextual research on early warning system efficacy, identifies key indicators predicting student outcomes at the end of 9th grade, and summarizes key challenges, recommendations, and questions for leadership. Although we use the conventional name for 9th grade support systems throughout ('Early Warning Indicator', or 'EWI' systems), one recommendation is that the district consider adopting an alternative designation for this system that is grounded in a strengths-based approach.

An effective strengths-based system requires school-based educators and specialized staff (e.g., counselors, interventionists, program specialists) to adopt a reflective, holistic approach to inquiry and problem solving. Student learning experiences and outcomes should be *assessed and evaluated though the lens of schoolwide practice*. Rather than reflexively viewing root causes as linked solely or primarily to the specific learning challenges of individual students, a strength-based approach considers that students who are off-track in 9th grade may not be receiving an educational experience that meets their needs. This approach is consistent with the Theory of Action in the 2019-24 SPS Strategic Plan, which states, "To achieve educational justice, SPS strives to provide safe learning environments, curriculum that incorporates a student's life experiences and culture, and instruction delivered by high-quality, culturally responsive educators." Although an effective EWI system should enable timely monitoring of student outcomes predictive of on-track success, it should also require adults to continually reflect on ways in which school systems and processes can be improved to better support students. These adult actions will ensure that students feel *safe and welcome* at school and experience *high quality instruction* from caring adults who know how to engage students using culturally affirming pedagogical practices.

Current project plans identify <u>2021-22</u> as a target window for initial EWI piloting and <u>2023-24</u> for district-wide rollout. This brief therefore focuses on 9th grade on-track indicators that are aligned to traditional rather than remote school settings, and conducts analyses using student outcome data from cohorts graduating under WA state's new 24-credit requirement prior to school closures in 2019-20 (AY2017-18 and AY2018-19).

Brief Overview

I.   *Background*
   - What is an Early Warning Indicator system (EWI)?
   - What are best practices for EWI development?

II.   *Exploratory Research*
   - What factors predict SPS student on-track status at the end of 9th grade?
   - Recommendations for indicator selection

III.   *Identification of Key Challenges*
   - Impact of school closures
   - Development of a strengths-based EWI
   - Development of systems and processes for intervention tracking

IV.   *Questions for Senior Leadership*

II.   Background

What is an Early Warning Indicator System (EWIS)?

Early warning systems make informed predictions about individual students' likelihood of meeting important educational goals, like on-time high school graduation. By identifying students as soon as they begin to demonstrate some risk of not meeting a benchmark goal, early warning systems help educators to intervene earlier through intervention. Monitoring for early signs of academic, attendance, and behavioral challenges has been identified as a core strategy for the promotion of on-time graduation by the IES What Works Clearinghouse, which uses data on 'gold standard' national studies to identify best practices in education (sidebar).

Critically, early warning indicators are intended to identify students who are at-risk rather than diagnose the *root cause* of that risk. Effective EWI systems are a component of an effective MTSS framework – not a treatment unto themselves. School supports and targeted, effective intervention activities drive the positive changes associated with EWI adoption.

EWIS Development and Project Life Cycle

Research on best practices highlights the relatively minor role of indicator identification in an effective EWI project life cycle (Figure 1). Other key elements include identification of factors that impact the *timing and accuracy of key datapoints* (like updated gradebooks), development of *training and guidance materials for school staff* who use data to identify students and discuss intervention strategies, development of *systems to track intervention success*, and evaluation of *system efficacy and usefulness*. Table 1 provides a sample plan for development, engagement, and implementation.
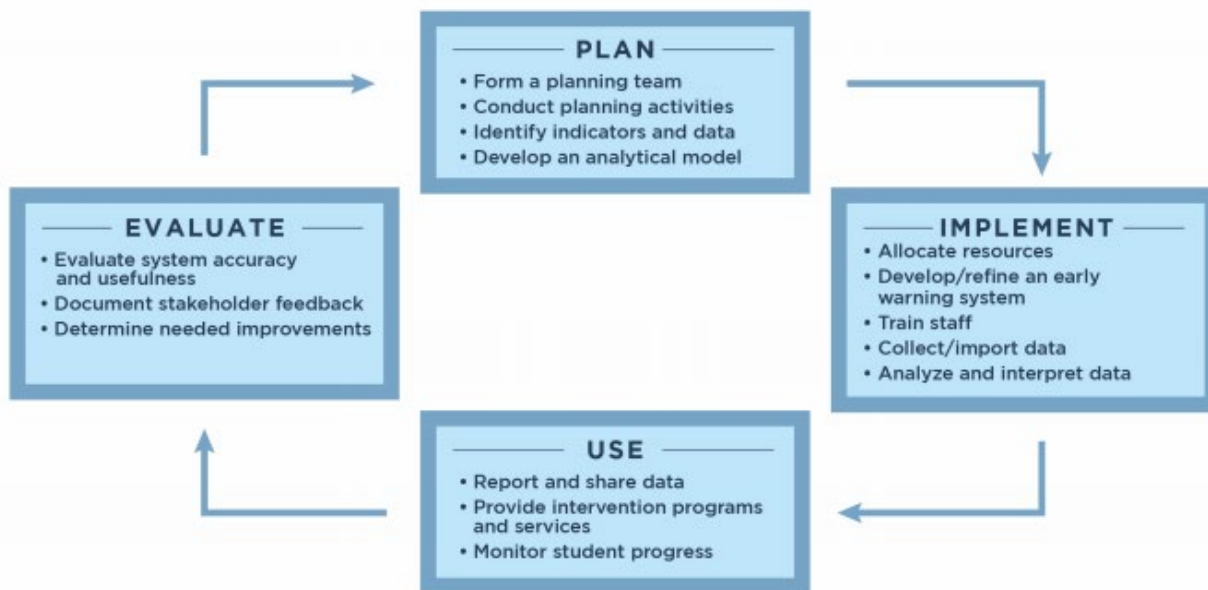

PLAN
- Form a planning team
- Conduct planning activities
- Identify indicators and data
- Develop an analytical model

IMPLEMENT
- Allocate resources
- Develop/refine an early warning system
- Train staff
- Collect/import data
- Analyze and interpret data

USE
- Report and share data
- Provide intervention programs and services
- Monitor student progress

EVALUATE
- Evaluate system accuracy and usefulness
- Document stakeholder feedback
- Determine needed improvements

Figure 1. EWIS Continuous Improvement Process: National Center for Educational Statistics

Table 1. Sample EWI System Development and Engagement Plan
Identify system goals, key predictive indicators, and anticipated challenges (e.g., impact of school closures)
Establish district-level steering committee to guide EWI System design (CCR, Student Supports, R&E, BI, School Staff)
Identify key indicators and develop district data access points (e.g., dashboards)
Develop guidelines, training principles, and written protocols for 9th grade data teams
Prototype and test protocols with school teams, other stakeholders
Support teams in mapping appropriate interventions to individual student needs
Develop and conduct system-wide training
Evaluate student progress and intervention effectiveness using integrated student monitoring system

Best Practice Spotlight: EWIS As Part of a Comprehensive On-Time Graduation Strategy

The Institute of Education Sciences has found strong evidence for the following strategies to promote on-time graduation:

[1] Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems;
[2] Provide intensive, individualized support to students who have fallen off track and face significant challenges to success;
[3] Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school; and
[4] For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.

IES WHAT WORKS CLEARINGHOUSE, 2017

III.   Exploratory Research

What data informs a 'typical' Early Warning Indicator System?

As a starting point for monitoring, most research suggests districts should focus on three key early warning indicators: *attendance* (total, unexcused), *behavior* (suspensions, office referrals), and *course grades* (including interim outcomes such as missing assignments). In systematic, large-scale reviews, these outcomes are reliable predictors of which students are at risk for dropping out (What Works Clearinghouse, 2017). Although student risk factors may critically impact student outcomes – including homelessness, disrupted home environments, and bullying – research finds that their impact is often reflected in ABC indicators which are routinely measured in schools. **Critically, EWI indicators such as attendance, behavior, and course grades may reflect** disengagement from the academic process **that is driven by other root causes which are difficult to measure directly, such as students' negative relationships with teachers (McMahon & Sembiante, 2020).**

The Chicago Consortium, a leading contributor to research on effective EWIs, has recommending that districts select indicators that are **valid for the intended purpose, actionable by schools, meaningful and easily understood, and aligned with district and school priorities** (Chicago Consortium on Chicago School Research, 2014). Indicators should provide timely data (facilitating early identification of students for supports), have the capacity to identify various typologies of students, and be feasible to implement and maintain. When considering EWI options, should also consider when students will be identified for and connected to

interventions. Earlier identification of students – for example, prior to high school entry – may be necessary to support high school transition activities and coordinated supports.

Relatively few EWIs have included data on student social-emotional learning or 'non-cognitive' skills. Although some research suggests SEL data may also provide a critical progress monitoring tool for on-time graduation interventions, few studies have analyzed whether the inclusion of student SEL data adds value over and above traditional indicators (attendance, grades, and behavior). Inclusion of SEL indicators may be best suited for intervention monitoring. A recent study from Johns Hopkins City Year Study (2020) concluded that almost all of the impact of targeted mentor support on student grade improvements could be explained by changes in student SEL.

Why focus on student on-track status at the end of 9th grade?

SPS students who end 9th grade on-track are more likely to graduate from a district high school within four years. Students who ended their 9th grade year 'on-track' in 2015-16[1] were three times more likely to graduate on-time in 2018-19, relative to students who ended their 9th grade year off-track (note that this analysis is limited to members of the graduating cohort who attended SPS in their 9th grade year). Within that cohort, 91% of 9th grade students who ended the year on-track and did not transfer out of the district graduated within four years, relative to 31% students who ended their 9th grade year off-track (Figure 2).

The proportion of 9th grade students ending the year on-track has increased over time. In 2018-19, the last year of 'typical' grading, 16% of SPS ninth grade students enrolled on June 1st ended the year with fewer than six credits.
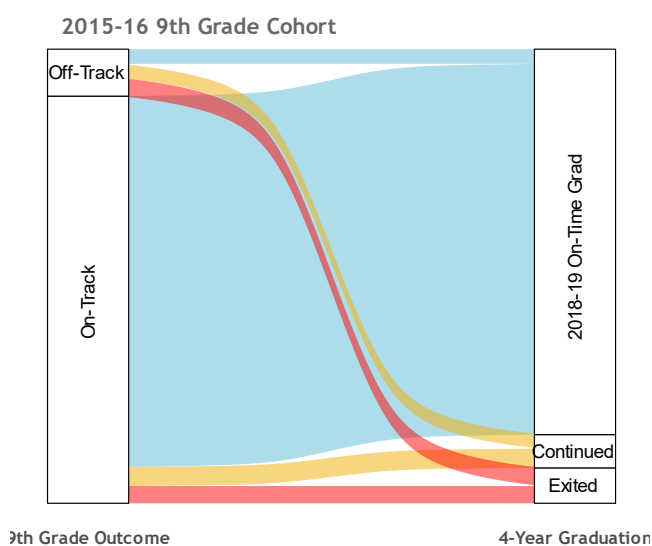

Figure 2: Relationship Between 9th Grade On-Track and On-Time Graduation

What factors predict student on-track status at the end of 9th grade?

Attendance
Absenteeism provides a strong, early signal that students may end the year off-track. As shown in Figure 2, ninth grade students who earned fewer than six credits in AY 2018-19 accrued 3.4 times as many absences as students who ended the year on-track -- an average of just over 35 absences over the course of the school year. Fifty percent of enrolled 9th grade students who accrued four or more absences within the first six weeks of the 2018-19 school year ended the year off-track, compared to 8% of students earning fewer than four absences. Absenteeism predicts student on-track rates after controlling for ELL, SpED, and free- and reduced-price lunch program participation; homelessness; school attended; and race/ethnicity.

Course Grades
First quarter grades are strongly predictive of end-of-year on-track outcomes for 9th grade students and provide an early signal for timely intervention. Approximately 46% of students who ended the year off-track in

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[1] Defined as earning 5 or more credits under contemporaneous graduation requirements.

2018-19 earned at least one 'E' or two or more 'D' grades in the first quarter. Only 7% of students who ended the year on-track earned an E or two Ds in the first quarter.

Course Enrollment

In 2018-19, 29% of students who ended 9th grade off-track for on-time graduation did not enroll in courses yielding six or more credit opportunities over the course of the year. Student course schedules should be analyzed at the beginning of the 9th grade year to ensure students are enrolled in courses awarding three or more credits per semester.

Late-Entry

A relatively large proportion of students who end the year off-track transfer into the district mid-semester during the fall or spring of their 9th grade year. In 2018-19, 23% of 9th grade students who ended the year off-track entered SPS 10 or more days after the official start of the fall or spring semester. Proportionally, late-entering students were more likely to end the year off-track than any other student group (64% of students entering late in the fall, and 84% of students entering late in the spring).

Discipline Events

In contrast to attendance, course grades, and late entry status, 9th behavioral incident rates do not currently show a strong association with end of year on-track status in 2018-19, particularly when evaluated early in the year. Ninety-six percent of students who ended the year off-track did not experience a state-reportable discipline event (suspension or expulsion) in the first quarter of the year; 93% had not experienced an event by the end of the semester.
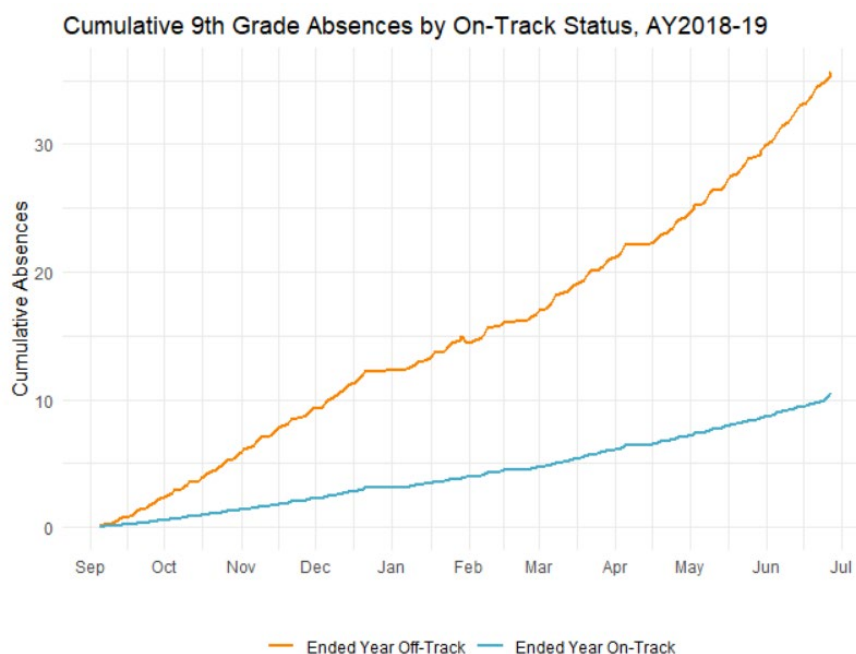

Figure 2. Annual Accumulation of 9th Grade Absences by End-of-Year On-Track Status. Note: Figure reflects accumulated absences for all students who were actively enrolled in the district on that date.

Key Recommendations

What Factors Inform 9th Grade Progress Monitoring by Data Review Teams?

School data teams should meet weekly to review 9th grade student progress and identify individuals for support and possible intervention. Some research suggests clear, easy-to-follow criteria are more likely to facilitate team discussions than 'black box' model recommendations. Clear criteria also increase the likelihood that teams will identify factors impacting school-level data availability or quality (e.g., timely gradebook updates). Based on our review of factors predicting historical 9th grade course failures, we recommend the district pilot-test the following criteria for identification of 9th grade student who are likely to end the year 'off-track', while working with school leaders and data teams to explore additional measures:

Recommended Indicator	Recommended Pilot Thresholds	Additional Questions for Piloting
Attendance Flag	Students who are not meeting or exceeded a 90% attendance rate threshold.	
Course Grades Flag	Students who are failing one class or earning two or more Ds. System should indicate posting date of most recent course grade to ensure gradebooks are accurate reflections of student progress.	How effectively can teams monitor course grades before quarterly postings? Are gradebooks up to date? Do other criteria (e.g., missed assignments) allow identify students for supports more quickly?
Course Enrollment Flag	Students who are not enrolled in enough course credits to earn 3 credits by the end of the first semester and 6 credits by the end of the second semester.	What percentage of students are not enrolled in the district-recommended scope and sequence for core academic distribution requirements?
Late Entry Flag	Students who transfer into the district after the semester start date.	
Optional SEL Indicator	Contingent on data availability (e.g., student survey)	

What Factors Should Schools Use to Identify Students for Interventions Prior to 9th Grade?

Recent findings of 'Check and Connect' style mentoring programs suggest that for programs to have a beneficial effect, mentoring must begin prior to 9th grade, before students have had a chance to fall behind (Heppen et al., 2017). To identify students for support and interventions prior to 9th grade entry, we recommend that the district draw on a broader range of middle school indicators, including student program participation, middle school GPA and attendance, and assessment performance. In analyses predicting outcomes for 9th grade students in 2018-19, these variables generate reasonably accurate predictions of student on-track outcomes. Changes in grading policy (e.g., the elimination of Es) and interruption of standardized assessments will likely impact data availability in the future, however, and may necessitate changes in included indicators.

IV.   Identification of Key Challenges

Key Challenge 1: Account for impact of school closures

School closures in 2020-21 will impact district ability to develop 'prototype' or pilot reports guiding a 'typical' school year EWI. School closures will also impact availability of data that can inform future efforts to identify off-track students, such as standardized assessment outcomes. Changes to the district grading policy, including

the elimination of Es in Spring 2020 and AY2020-21, will impact the predictive validity of prior-year GPAs and course failure rates.

Key Challenge 2: Development of a 'strengths-based' EWI

Although well-designed EWIs can be used to evaluate the efficacy of school-level support systems, 'traditional' systems place overt focus on student-level risk factors and outcomes. **Developing a 'strengths-based' EWI will require SPS to focus on classroom, school, and district level processes that capitalize on student strengths rather than risk factors.**

We offer four potential solutions for embedding strength-based strategies in a system-wide EWI:

- **(1) To ensure that adult actions are a central area of focus for this work, consider adopting a formal name or designation for this framework or system that focuses on district-provided supports rather than student risk factors (e.g., 'SPS 9th Grade Student Support Framework').**

  (2) Develop EWI protocols that focus conversations about student data around student strengths. As an example, the KidStat data review protocol (sidebar) requires teachers to begin discussions of student progress with examples of each student's strengths, interests, and positive connections to school. Additionally, central office provision of new or alternative EWI guidance may require a **culture shift**, as many schools currently review student data as part of grade-level or content-area team meetings.

  (3) Explore options to incorporate data on student social-emotional learning and engagement in future versions of the district-wide EWI. Currently, SPS does not have a system-wide survey to capture information on student SEL and engagement in school. Although the district administers a student climate survey, data from this survey has not been historically linked to student IDs and our broader student information system. However, some studies have found that EWI models that incorporate measures of students' self-reported cognitive and affective engagement – *including perceptions of relationships with teachers, peer and family support for learning, relevance of school work, and future aspirations and goals* – generate better predictions about future student outcomes than models focused only on attendance, academic achievement, and program participation (e.g., Lovelace et al., 2017).

  (4) Ensure that protocols include discussion of adult systems and processes that support students, and incorporate measures of adult success into the district EWI. At the school level, these discussions may hone in on strategies to ensure gradebooks are up to date at the school

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Best Practice Spotlight: KidStat Data Protocol

Part 1: Strengths and Positive Connections (5 minutes) • What are the student's strengths and positive connections to school? • Where is the student currently experiencing success and/or improvement?

Part 2: Challenges (5 minutes) • What are the student's challenges and prioritized growth areas? • Why does the student experience difficulty in these areas? What are the root causes?

Part 3: Action Plan (5 minutes) • What are our next steps to support this student in reaching/maintaining on-track achievement, or earning B's or better? • Who will serve as this student's case manager, coordinating next steps and reporting back to the group on progress in several weeks?

RISE NETWORK

and course level. At the district level, this may involve incorporation of flags to help schools understand the frequency of gradebook updates and the development of systems to track intervention effectiveness.

Key Challenge 3: Development of systems and processes for intervention tracking

- **At present, SPS does not have a single platform for tracking student assignment to and participation in supporting interventions, limiting central office capacity to investigate the efficacy of the wide variety of intervention strategies used across the district.** Although one district-adopted platform, Homeroom, can be used to track student assignments to interventions, it is not widely used by secondary teachers.

Technical features of the platform may also limit its utility for intervention tracking at scale. Although some schools have developed ad-hoc solutions to improve coordination, they may draw on external funding sources to do so (e.g., City levy-funded case managers).

Best Practice Spotlight: Focusing Inquiry on Adult Practices

Guidance documents from the Network for College Success demonstrate a framework for evaluation of adult practices and support systems.

Is our student success intervention working for our students?

YES	OR	NO: Is there a true opportunity for recovery if students participate with fidelity?		
		YES	**NO**	
• What are you doing that works for students? (What is your evidence?) • What are you doing that works for the adults implementing the intervention? (What is your evidence?) • What parts of your implementation plan can you tweak for even greater success?		**Is it an implementation fidelity issue?** • Are there other school programs/ initiatives competing with effective implementation? • Are teachers/owners aware of implement-ation procedures? • Are teachers compensated when appropriate? • Is there sufficient and reasonable time to implement the intervention? • Is the intervention publicized effectively to appropriate stakeholders? • Have you implement-ed the intervention long enough?	**Is it a student participation issue?** • How are students held accountable for not participating? By whom? • Do they see the results of their participation? • Are students encour-aged by multiple adults to participate? • Does the intervention respect student time and effort? • Is the intervention viewed as punitive?	**Is the issue a mismatch between the intervention and student needs?** • Does the intervention provide supports for students struggling academically? • Is the intervention frequent enough to be effective? • How was the intervention selected? Based on identified student need? Adult preference? Feasibility?	**Is the issue one that cannot be addressed by a Success Team intervention?** Examples: • Teacher philosophy • Grading policies • Chronic truancy • Chronic suspensions • Curriculum pacing

UNDERSTANDING RESEARCH & APPLYING DATA
NCS FRESHMAN ON-TRACK TOOLKIT

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- **MTSS Teams at several schools have reported challenges associated with coordinating communication across school staff, community-based organization providers, and families.** CBO and family involvement are often cornerstones of EWI 'menu of support' intervention strategies. In focus groups and interviews, high school MTSS support staff reported that attempts to coordinate across actors (support staff, CBOs, students, families, teachers) are frequently fragmented and plagued by resource limitations. Several schools have indicated that a system-wide framework for tracking student involvement and progress would benefit these efforts.

V.   Questions for Leadership

1. What are our key windows for connecting students to supports?
2. Do we need to develop two different systems that identify students at distinct time points (e.g., before 9th grade, during 9th)?
   a. Two windows clearly align with district initiatives:
      i. Identification of students in the Spring of 8th grade, prior to 9th grade entry ('Handshake Model').
      ii. Identify students falling off track during 9th grade ('Monitoring Model')
3. What should a 'strengths-based' EWI look like? What does an EWI system that's focused on adult practices and institutions look like? *To facilitate this discussion, we have included a table summarizing key components of the 'Chicago Model' below.*
4. Should we set up a separate advisory committee/working group for this project? Who should be invited?

Component	Chicago Freshman On-Track Framework *Adapted from Network for College Success Freshman Success Inventory*	Draft Vision for how Seattle's Early Warning Model Will Be Different From Chicago's
Foundational Knowledge Building, Team Development, and Goal Setting	Principal/AP, 9th Grade Success Team Lead, and core set of grade-level teachers establish foundational knowledge, set purpose, and create freshman success goals for On-Track and student connections. • Principal/AP identifies team leadership (Team Lead, data technician, social-emotional learning specialist, etc.) and communicates expectations for engagement • Principal and team set goals for On-Track programming and develop benchmarks to monitor progress • Principal and team develop team meeting calendar, with regular and sufficient time for 1) data analysis and 2) intervention development, monitoring, and adjustment	District determines model for 9th graders across all schools • Goal of all students earning 6 credits is already defined • Benchmarks/thresholds to determine when to introduce supports defined by district staff • Meeting calendar determined by CBA
Data Review and Intervention Tracking	Success Team includes General Education and Special Education teachers, counselor(s), data technician, student advocate, and/or administration. Team engages in regular, calendared Success Team meetings to 1) analyze data and 2) develop, monitor, and adjust interventions, where members: • Adhere to action-oriented meeting agendas that consistently address freshman success goals generally and intervention development, tracking, and evaluation specifically • Review (1) incoming class performance data to develop early and targeted supports for students and (2) actionable student-level data in order to provide appropriate support and refers students to the appropriate level of intervention	Success Teams focus not just on student level supports, but adult practices • Look for patterns in student level data that suggest need for changes to tier 1 practices, and then work with appropriate school or district staff to implement those changes

	• Develop, implement, track, and evaluate Tier 2 interventions, making adjustments when appropriate	
Communication with Teachers, Parents, and Students	Success Team communicates strategies and progress in a strengths-based and action-oriented way, by: • Engaging teachers in frequent communication on student progress and successful strategies • Conducting joint parent/student conferences and coordinates freshman success assemblies, parent nights, and celebrations toward On-Track and student connection goals • Celebrating student and adult successes around On-Track and student connection goals • Seeking out instructional and intervention resources, readings, and tools to improve teacher and Success Team practice	Success Team seeks support from district for engagement with African American families, making use of the newly hired Project Manager for HS Transition Success and Stakeholder Engagement
Improving Classroom-Level Student Support Structures	Principal/AP: • Supports teacher development through proactive observation and constructive feedback around instructional practice • Holds teachers accountable for implementing equitable grading practices • Communicates a culture of success and a clear vision for instruction Principal/AP and Success Team support: • Creation, implementation, and evaluation of instructional strategies around student engagement • Development of multiple and varied opportunities for students to exhibit mastery • Use of transparent and equitable grading practices that communicate grade-level expectations and student achievement	Seattle's model will likely be very similar to Chicago's model. For example, work is already under way to develop more equitable grading practices.

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