



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1

Meeting Date: November 15, 2018

Subject: Early Identification and Intervention System (EIS): First Steps in Implementation

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Student Support Services/Continuous Improvement and Accountability Offices

Recommendation: Receive information on the district's efforts to create and implement an early warning system (EIS).

Background/Rationale: Research on early warning systems identifies attendance, behavior, and course performance ---the ABCs---as powerful predictors of high school completion. Low ABCs predict high school dropout while high ABCs predict post-secondary success. Equity, access, and social justice is about respecting the data and establishing a continuous improvement and accountability framework that is transparent and looks at data by student, by name, by need, and by inequity in injustice.

Financial Considerations: None at this time.

LCAP Goal(s): College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students; Operational Excellence

Documents Attached:

1. Executive Summary

Estimated Time of Presentation: 15 minutes

Submitted by: Doug Huscher, Assistant Superintendent, Student Support Services

Victoria Flores, Director, Student Support and Health Services

Approved by: Jorge A. Aguilar, Superintendent

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I. Overview/History of Department or Program

Although early warning systems have been in existence for over twenty years, the notion of an early warning system is new in Sacramento. SCUSD is now making great strides forward unveiling its own early warning system, the Early Identification and Intervention System (EIIS). We know from the work of Robert Balfanz that positive attendance, behavior, and course performance (the ABCs) are predictors for high school graduation. We also know that as early as sixth grade, a student struggling in just one of these areas has his or her hope of graduating from high school reduced to a 15-25 % chance.

This is important because by tracking ABCs, it is possible to identify when a student begins to fall off track, providing time to intervene and alter his/her trajectory through school and beyond. By using ABC early indicator data, it is possible to design more targeted and effective interventions at the individual, classroom, school, and even district levels. It is the intent of every educator to identify students as soon as they begin to fall off-track. EIIS makes this possible. When paired with thoughtful business processes, EIIS helps school support teams give the right students, the right support, at exactly the right time.

SCUSD began developing an early warning system in the fall of 2017. A cross functional team came together to explore the creation of an early warning system specific to our District's needs. Initial efforts focused on creating business processes to guide the work as well as designing the technology that would be needed to power a robust and responsive early warning system. A steering team was assisted by an EIIS work team that addressed design and development matters through the spring and summer of 2018. In August of 2018, Student Support and Health Services began providing training to staff on use of the EIIS.

II. Driving Governance:

The overarching governance is the Equity, Access, and Social Justice Guiding Principle which states that *all students will have an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options*. Early Warning System research identifies attendance, behavior, and course performance ---the ABCs--- as powerful predictors of high school completion. We know that the earlier a student first sends a signal indicating struggle in one of these areas, the greater the risk that he or she will drop out of school. Therefore, it is of critical importance to recognize these signals as soon as they become apparent. Recognizing the signals, however, is inadequate unless followed by appropriate intervention to help the student(s) regain on-track status.

The following board policies and administrative regulations also support the work:

- Absences and Excuses, AR 5113
- Truancy, BP 5113.1
- Discipline, BP 5144
- Suspension/Expulsion/Due Process, BP 5144.1
- Dropout Prevention, BP 5147
- High School Graduation Requirements, BP 6146.1

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III. Budget:

Funding for intervention is currently provided from a variety of sources. Although EIS does not have a direct impact on the budget at this time, there is a need for increased dialogue regarding LCFF priorities in the LCAP as they relate to the needs identified by an early warning system. Given we know that low ABCs predict high school dropout, and high ABCs predict post-secondary success, there is a need for continued dialogue regarding the District's investment in intervention.

IV. Goals, Objectives and Measures:

The US Department of Education defines an early warning system as a system based on data to identify students who exhibit behavior or academic behavior that puts them at risk of dropping out of school. Early warning systems help districts and schools pinpoint student achievement patterns and school climate issues that may contribute to students dropping out.

Our goal for EIS in SCUSD is to identify students as early as possible so support can be offered. This is the essence of social justice, and core to the work of the district's equity, access, social justice framework. This means creating conditions for success for all students, and providing effective interventions when students are not achieving their full potential. The sooner that we identify struggling students, the sooner we can change outcomes. This is more than increasing attendance or decreasing the behaviors that lead to suspension or expulsion. This is about empowering students to show up to school ready to learn and demonstrating grade level ready outcomes.

We understand that some schools have more resources than others when addressing students that show needs based on early warning indicators. That being said, all schools can do something, and EIS provides real time data to monitor student progress and guide interventions. Depending on the level of available resources, the expectation is that school staff will not only identify student populations but take actions to change conditions in the present on their behalf. As the district's core value articulates, we know that the system is inequitable by design. The EIS framework is meant to disrupt those inequities.

V. Major Initiatives:

Optimizing our equity, access and social justice theory of change and guiding principle "all students are given an equal opportunity to graduate with the greatest number of post-secondary choices from the widest array of options," the EIS tool provides staff with real-time data to drive identification and intervention supports to students and their families.

An EIS Work Group was convened in Winter-Summer 2018, consisting of district staff, school site principals, Student Support Center staff, and School Counselors. An implementation plan and business processes were developed for schools with varying levels of staffing support that identify the many ways referrals are submitted, who responds to the referral, how referrals are monitored, and available interventions.

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For all school site teams, the EIS tool allows schools to allocate existing resources to students in most need of intervention, as well as the ability to track the efficacy of those interventions over time. It is important to note that some elements in the district's Performance and Targeted Action index include the EIS framework as sub-elements, including Third Grade Readiness, Middle School Readiness and High School Readiness.

EIS training has been provided to the groups that follow:

- **Student Support:** During the Spring-Summer of 2018 a Student Support Database was created and embedded within the EIS tool, allowing for tracking referrals, assessments, services, case notes, and dispositions for each student. Staff may use the pre-populated filters within the EIS tool to identify students in need of Student Supports. Starting in the 18-19 school year, staff at 28 school sites with Student Support Centers, as well as our centralized Connect Center, are utilizing the EIS tool and the Student Support Database.
- **Principals:** In October 2018, Principals at the 28 schools with Student Support Centers were trained on the EIS business processes and the tool.
- **School Counselors:** The EIS tool allows School Counselors to use pre-populated filters to identify students in need of School Counseling support. In October 2018 Middle School Counselors were trained in using the EIS business process and tool.
- **Attendance Staff:** The EIS tool generates real-time student lists and data for site Attendance Staff to inform their daily attendance practices and targeted interventions in a meaningful and effective way based on a student's attendance tier (color zone.) Once students have been identified through the EIS Attendance Reports, site Attendance Staff will utilize the EIS Attendance Staff Application to document and/or view:
 - Current needs (e.g. transportation, health, social/emotional concerns) impacting a student's attendance;
 - The date which an attendance intervention is implemented;
 - A chronological list of attendance interventions previously implemented and by whom;
 - Attendance related communication in the contact log that will be visible to all EIS users to better coordinate services.

In October of 2018, our Be Here grant schools began training in EIS.

- **Attendance Teams:** School site Attendance Teams can use the EIS Attendance Reports to guide

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their regular attendance meetings. In attendance meetings, an analysis of the detailed student level information allows for Attendance Teams to direct school-wide Tier 1 and Tier 2 practices intentionally based on current trends, patterns and identified gaps/needs. Also, Attendance Teams can better assess that referrals to the appropriate Student Support Services (Student Support Centers, Connect Center, School Counselors, etc.) have been made for students identified in Tier 2 and Tier 3. The EIS tool allows for Attendance Teams to analyze the effectiveness of both school-wide systems and individual student interventions in real time data. Training in EIS for attendance teams also began in October of 2018.

VI. Results:

The EIS system uses the colors green, yellow, red, and purple to help school teams better understand student attendance, behavior, and course performance profiles at any given time. For example, if a student displays green for attendance, behavior, and course performance, he/she:

- Has an attendance rate of 96% or higher
- Does not have any suspensions and less than 2 behavior incidents
- Is achieving at either the significantly on grade level or on grade level according to grades for the most recently completed term

The early warning indicator descriptors for each of the color zones can be found below.

Tier I Green	
Attendance	96% or higher ADA Attendance (CORE Benchmark)
Behavior	No Suspensions and Less than 2 Behavior Incidents
Course Performance	For 9th-12th: Received no "Fs" and no "Ds" on most recently completed quarter For 7th-8th: Students at Level 5 - Significantly On Grade Level and at Level 4 - On Grade Level based on most recently completed quarter For K-6th: Students at Level 5 - Significantly On Grade Level and at Level 4 - On Grade Level based on most recently completed trimester
Tier II Yellow	
Attendance	90.01-95.99% ADA Attendance
Behavior	1 Suspension, or 2 - 3 Behavior Incidents
Course Performance	For 9th-12th: Received a "D" on most recently completed quarter For 7th-8th: Students at Level 3 - Nearly On Grade Level based on most recently completed quarter For K-6th: Students at Level 3 - Nearly On Grade Level based on most recently completed trimester
Tier III Red	
Attendance	80.01-90.00% ADA Attendance
Behavior	2 or more Suspensions, or 4 or more Behavior Incidents
Course Performance	For 9th-12th: Received an "F" or 2 or more "Ds" on most recently completed quarter For 7th-8th: Students at Level 2 - Not On Grade Level and at Level 1 - Significantly Off Grade Level based on most recently completed quarter For K-6th: Students at Level 2 - Not On Grade Level and at Level 1 - Significantly Off Grade Level based on most recently completed trimester
Tier III Purple	
Attendance	<80.01% ADA Attendance

EIS updates regularly to provide real time student information. Data can be viewed at either the school or district level, and can be disaggregated by grade, gender, race, ethnicity, and program. This

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information can be used by site and district personnel to provide the right interventions at the right time to the right students.

As of November 5th, at the district level, EIS displayed the following number of students in each of the color zones:

Attendance

- Green Zone - 28, 271 students
- Yellow Zone - 9,693 students
- Red Zone - 3,272 students
- Purple Zone - 1,034 students

Behavior

- Green Zone - 41,420 students
- Yellow Zone - 175 students
- Red Zone - 675 students

Course Performance

- Green Zone - 15,642 students
- Yellow Zone - 6,714 students
- Red Zone - 14, 143 students

VII. Lessons Learned/Next Steps:

Lessons Learned

- At risk students have always been in our system. We have gained a way to quickly identify them based on early warning system research. Specific and focused conversations about changing conditions in the present are now possible.
- Standardization of practice takes significant time and effort
- Technical process to input interventions in not simple
- Inequity concerns as they relate to needs and resources
- There is a great need to make the why clear if staff is to be enlisted
- Standard work processes improve consistency of services provided
- EIS allows us to “see the system” and identify articulated measures of success
- Clear expectations regarding intended use is mission critical

Next steps

- Continued efforts to standardize work processes
- Provide training to sites not supported by Student Support Centers
- Continue to provide training to Attendance Staff
- Bring cross functional teams together to discuss trends, use of resources, impact of interventions