

# Early Warning System: Personalizing Student Supports in The Ogden School District





# ***Benefit of an Early Warning System***

***“Never before in the history of the Ogden School District have we known better, than we know now, where each child is in relationship to their academic and social emotional learning needs.”***

**\*Graduation Rates in the Ogden School District have increased 11% in the last four years**



# Meet Ogden School District

- Serving 11,500 students across 20 schools
- 76% Free and Reduced Price Lunch eligibility across the district
- Supporting many families and students who move frequently and speak English as a second language.
- Strong focus on improving attendance. As many as one-quarter (24.4%) of students are chronically absent in our district.
- Emphasis on supporting students' holistic well-being, responding to community needs such as high suicide ideation and teen pregnancy rates.



# Starting with the Why: A district-wide approach

*What challenges was Ogden looking to solve by adopting an Early Warning System?*

- **Addressing Social Emotional Learning (SEL) to support academic outcomes**
  - Before the Early Warning System, SEL was a “gut feeling”
- **Operationalizing an Early Warning System (EWS) to bring multiple databases into one**
  - A Multi-Tier System of Supports (MTSS) vision with *Academics, Attendance, Behavior & SEL*
- **Identifying challenges, applying interventions and progress monitoring**
  - A platform to see and measure the impact of new approaches



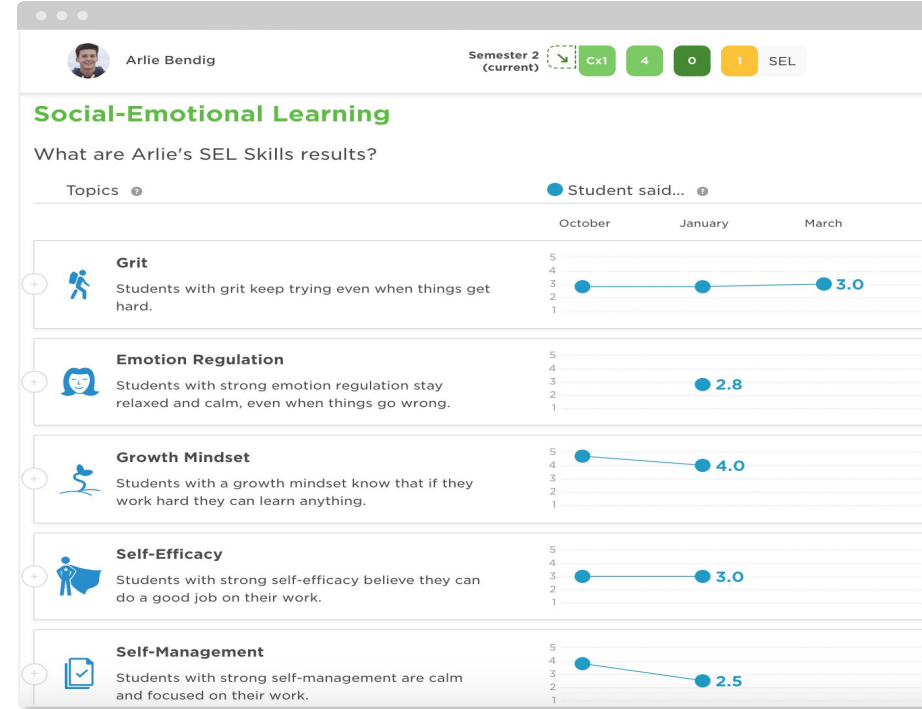
# Building an EWS Platform for Comprehensive Student Supports

- Focused on developing system-wide intervention practices within an MTSS framework in order to proactively address student needs
- Implemented a new early warning system and social-emotional learning (SEL) assessment program to support this work
- Gained visibility into the status of interventions across grade levels, schools, and the entire district
- Aligned measurements to our five-year strategic goals to create a sustainable, coherent system for change



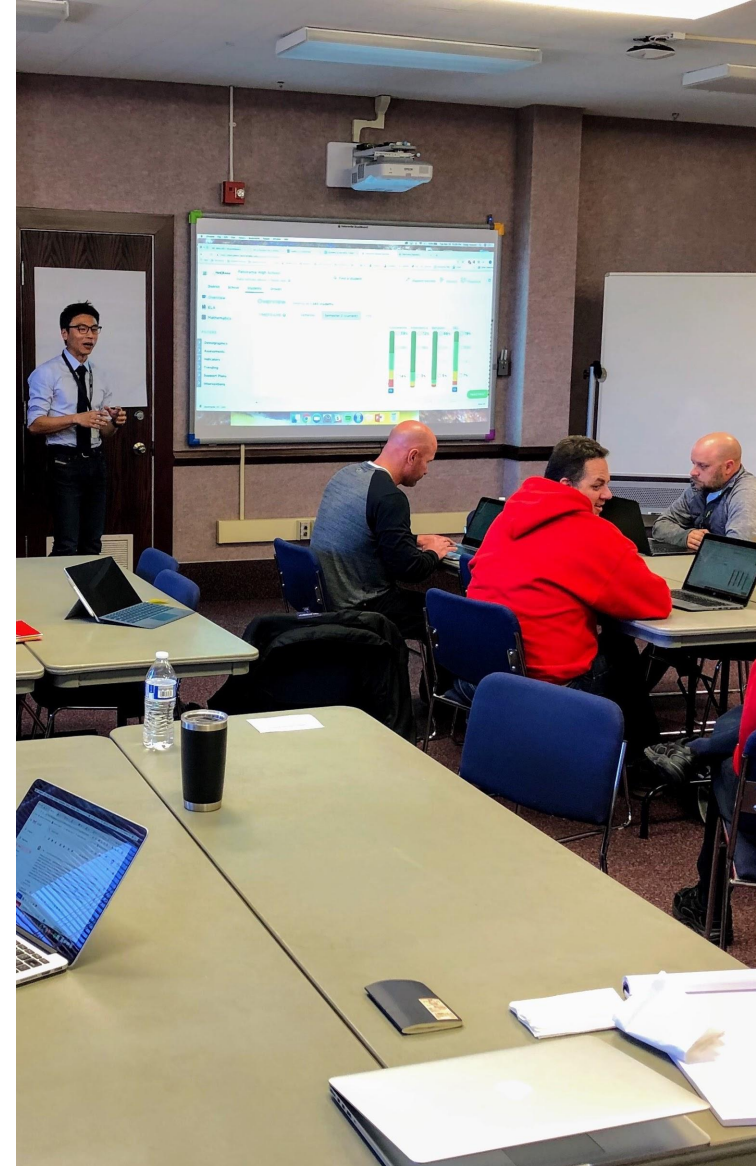
# Our Vision for Data-Driven Student Support Through an EWS

- Data that considers relationships, such as Sense of Belonging - must be equitable across the district
- Measuring Social Emotional Learning skills and student perceptions of School Safety
- Data located in one central system that contributes to prevention, such as attendance, behavior, and academics



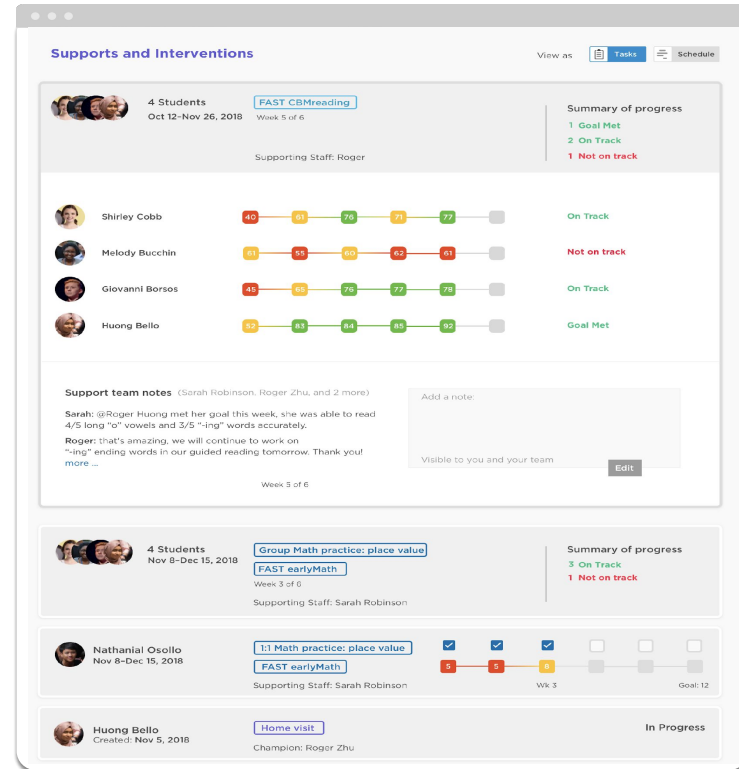
# EWS Provides Consistent MTSS Elements Across the District

- Child Assistance Teams (ChATs) of principal, counselor, and behavior interventionists
- Menu of Tier 2 interventions to ensure fidelity of implementation
- Professional development around implementing and progress monitoring Tier 2 interventions
- Positive Behavior Interventions and Supports (PBIS) approach
- Managed in one central data system



# Example: ChAT Meetings at the School Level

- Principal, counselor, and behavior interventionists come together
- EWS identifies students' needs across *academics, attendance, and social-emotional learning*
- Prepare for the meeting by reviewing student data and notes in the EWS
- ChAT 2-3 students per week and review progress of 3-4
- **Exit the meeting with intervention plans for students that are shared with the teacher**





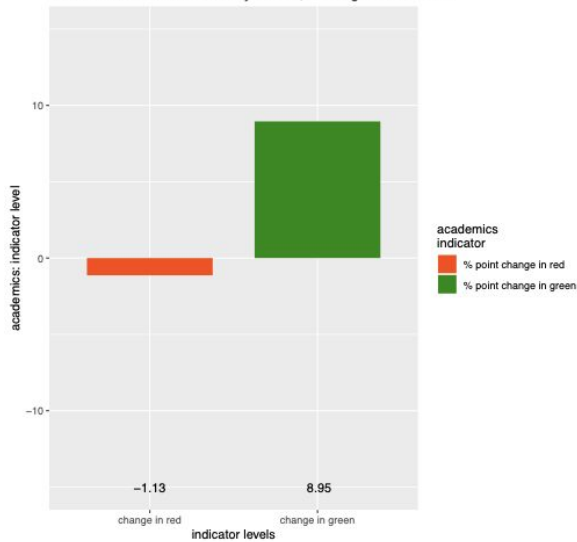


# School and Student Level Impact

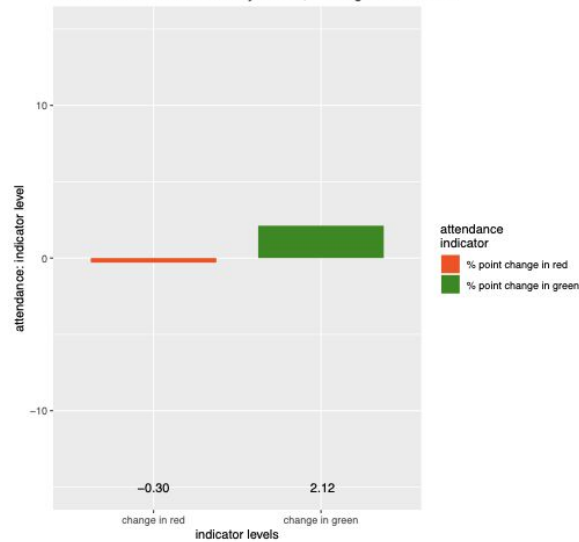
- *Multiple schools in Ogden saw significant gains between the 17-18 and 18-19 school years:*
  - Three Elementary schools that were regular users of the platform saw:
    - Significant academic gains
    - Notable declines in behavior incidents
  - Two of those schools also saw significant attendance improvements
- Ogden schools have documented **2,613** student-level interventions so far in the 19-20 school year as informed by the EWS
  - Schools are monitoring each of these interventions for efficacy

Example: From the end of the 17-18 school year to the end of the 18-19 school year Horace Mann Elementary **increased** in the percentage of students with **positive outcomes** for Academics, Attendance and Behavior, while simultaneously **decreasing** the percentage of students with **negative outcomes** in all three categories.

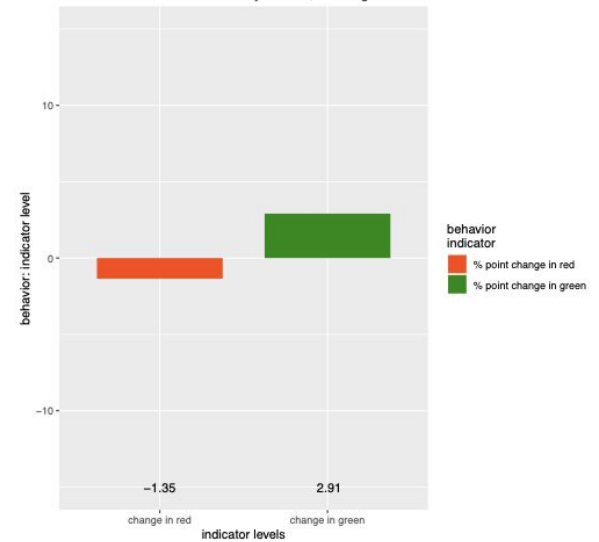
horacemannes academics: bar chart percentage point change from 17-18 to 18-19 in indicator by school, missing data removed



horacemannes attendance: bar chart percentage point change from 17-18 to 18-19 in indicator by school, missing data removed

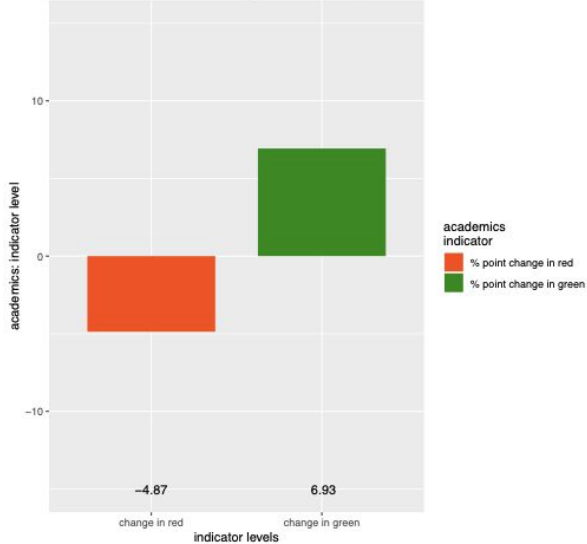


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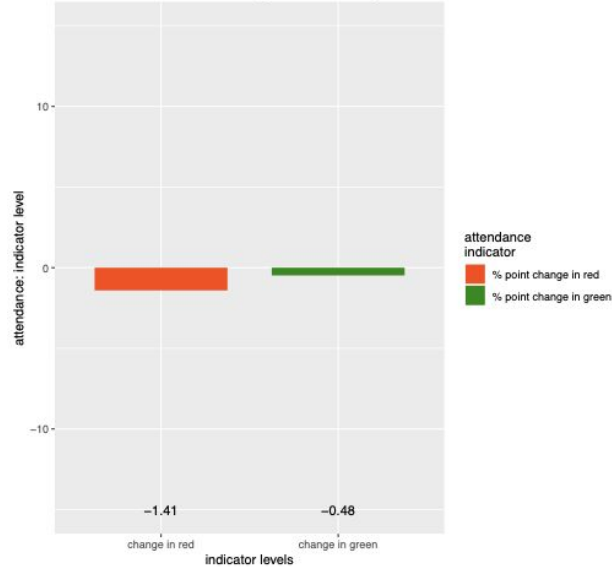


Example: From the end of the 17-18 school year to the end of the 18-19 school year Gramercy Elementary **increased** in the percentage of students with **positive outcomes** for Academics and Behavior, while simultaneously **decreasing** the percentage of students with **negative outcomes** in those categories, as well as Attendance.

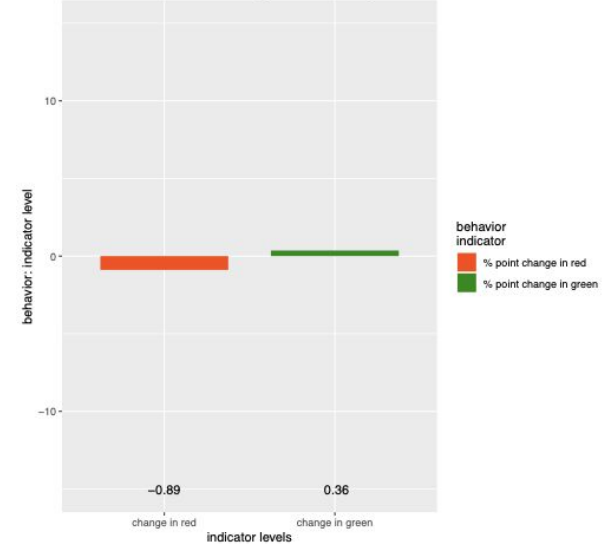
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gramercy attendance: bar chart percentage point change from 17-18 to 18-19 in indicator by school, missing data removed



gramercy behavior: bar chart percentage point change from 17-18 to 18-19 in indicator by school, missing data removed



Example: From the end of the 17-18 school year to the end of the 18-19 school year New Bridge Elementary **increased** in the percentage of students with **positive outcomes** for Academics and Attendance, while simultaneously **decreasing** the percentage of students with **negative outcomes** in both those categories.

