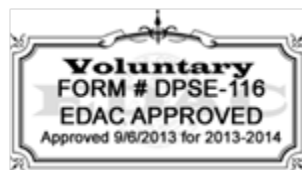Dear Colleague,

Educators, counselors and administrators across Colorado are engaged in efforts to reduce the number of dropouts and ensure more students graduate from high school. To support these efforts, the Office of Dropout Prevention and Student Engagement at the Colorado Department of Education (CDE) is conducting a district survey regarding early warning data systems and other strategies being used to encourage school completion.

The purpose of this survey is to better understand the needs and experiences related to dropout prevention and intervention in Colorado's school districts and to disseminate this information to help educators and administrators make informed decisions in selecting, creating, or advancing early warning systems. Specifically, The Office of Dropout Prevention will use the survey data to plan professional development opportunities, determine best practices, guide future initiatives and build capacity at both the state and district level. We are seeking survey responses from all Colorado school districts – whether you already have an early warning system in place, are currently considering buying or building a system, or do not feel a need for an early warning system.

Participation in the survey takes about 30 minutes. The survey contains fewer than 25 questions with check-box and short answer responses about early warning systems and their implementation. Additional optional questions ask about prevention and intervention strategies currently used in your district.

Participation in the survey provides a number of benefits. You will contribute to a developing knowledge base about dropout prevention. You will be encouraged to reflect on the implementation successes and challenges of dropout prevention initiatives. Survey results will allow you and others to learn about enhancements, alternatives, and refinements to existing or new early warning systems and related strategies for helping all students complete high school.

Your participation in this survey is voluntary. Responses will be aggregated and the names of individuals, schools and districts will not be used in any resulting reports or analyses. Your information will not be shared with any individual or organization outside of the Colorado Department of Education. If you have any questions about the survey or your participation, please call or email Peter Fritz, Principal Consultant, CDE Office of Dropout Prevention and Student Engagement. He can be reached at (303) 866-6601 or by email at fritz_p@cde.state.co.us.

Voluntary
FORM # DPSE-116
EDAC APPROVED
Approved 9/6/2013 for 2013-2014

1. Please enter the name of the school district for which you will be providing responses in this survey.

2. What Student Information System (SIS) does your district currently use?
- ● We do not have a formal student information system in our district
- ● We developed our own formal student information system

- Infinite Campus
- PowerSchool
- SASI
- Other (please specify)

3. For the purposes of this survey, an Early Warning System (EWS) is defined as a formal, typically computer-based, system for collecting, analyzing and reporting student data that are proven predictors of whether a student is likely to drop out of school. For definitions of other terms, please refer to the second page of this survey.

Does your district or school currently have an Early Warning System (EWS) in place?
- Yes
- No

> **If "Yes", continue to the orange section and skip the blue section**

> **If No, continue to question 4**

4. Is your district or school considering developing or purchasing an Early Warning System (EWS) within the next two years?
- Yes
- No

> **If "Yes", continue to the blue section and skip the orange section**

5. Why is having an Early Warning System (EWS) *not* of interest for your district?

6. Would you be willing to answer three questions about the programs and interventions currently used in your district/school to address the needs of students at risk of dropping out?
- Yes
- No

7. Has your district/school created a steering committee, advisory board, or similar group to research and evaluate Early Warning System options?

8. If your district or school has created a steering committee, advisory board, or similar group, which individuals are part of this group? Please indicate in your response if the individual is not a regular district employee (e.g. a contractor or outside consultant)

9. Which types of Early Warning Systems are you considering? *(select all that apply)*

☐ a. Not applicable at this time

☐ b. We are considering developing our own early warning system

☐ c. Choice Solutions – edFusion – Influence Spectrum Management (ISM)

☐ d. Ed-Interact – PASS – ECP (Education Collaboration Platform)

☐ e. EDMIN – INFORM

☐ f. Edvantage – VersiFit

☐ g. eScholar – Complete Data Warehouse

☐ h. National High School Center (betterhighschools.org) – Early Warning System Tool

☐ i. OtisEd – iMart Data Management Framework

☐ j. Pearson – Prevent

☐ k. Tyler Technologies – Tyler Pulse

☐ l. Other (please specify)

10. Which considerations are most important in your selection process for an EWS?

o Total cost to set up the system

o Annual operating costs (maintenance, licenses, staff support, etc)

o Ability of the system to track the risk indicators you have identified as most important/effective in determining risk

o Compatibility with your district's current technology (Student Information System, operating platform, etc)

o How customizable the EWS is (ability to create custom reports, selection of indicators and thresholds, etc.)

o Familiarity with the vendor (e.g. know other districts that currently use the EWS product, have purchased other technology products from this vendor, etc)

o Other

11. What resources have you used to date to inform your decisions regarding selection and implementation of an early warning system? *(check all that apply)*

☐ a. None or not applicable

☐ b. Conversations or site visits with other districts that already have an EWS

☐ c. Review of literature on early warning systems

☐ d. Visited websites of EWS vendors

☐ e. Participated in presentations by EWS vendors

☐ f. Hired a contractor/consultant to assist with the process

☐ g. Other (please specify)

12. Do all the high schools in the district use the same early warning system? *(select the single option below that best describes the district's situation)*

● Yes - the district has multiple high schools and all use the same early warning system

● Yes - because the district only has one high school

● Yes - but each high school makes adjustments and changes to the system to suit its needs

● No

● Not sure

13. What type of Early Warning System (EWS) does your district or school currently use?

● We developed our own early warning system

● Choice Solutions – edFusion – Influence Spectrum Management (ISM)

● Ed-Interact – PASS – ECP (Education Collaboration Platform)

● EDMIN – INFORM

● Edvantage – VersiFit

● eScholar – Complete Data Warehouse

● National High School Center (betterhighschools.org) – Early Warning System Tool

● OtisEd – iMart Data Management Framework

● Pearson – Prevent

● Schoolnet

● Tyler Technologies – Tyler Pulse

● Other (please specify)

14. What was the first year in which your district had an operational early warning system?

15. Which individuals were most involved in selecting the early warning system for your district? Please indicate in your response if the individual was not a regular district employee (e.g. a contractor or outside consultant)

16. Thinking back to the time you initially purchased or developed your Early Warning System, which considerations were most important in your selection process?

o Total cost to set up the system

- Annual operating costs (maintenance, licenses, staff support, etc)

- Ability of the system to track the risk indicators you have identified as most important/effective in determining risk

- Compatibility with your district's current technology (Student Information System, operating platform, etc)

- How customizable the EWS is (ability to create custom reports, selection of indicators and thresholds, etc.)

- Familiarity with the vendor (e.g. know other districts that currently use the EWS product, have purchased other technology products from this vendor, etc)

- Other

17. How did your district or school(s) determine which potential risk factors should be tracked and measured as part of your early warning system?

18. What student *risk indicators* does your EWS system track?

- ☐ Number of absences or absence rate
- ☐ Number of unexcused absences or truancy rate
- ☐ Courses failed (number and/or subject)
- ☐ Courses completed (number and/or subject)
- ☐ Course grades - end of course/final grades
- ☐ Course grades - during the course (interim grades)
- ☐ Grade Point Average for current term
- ☐ Cumulative Grade Point Average
- ☐ Credits earned vs. age or grade ("on-track")
- ☐ State Math assessment results
- ☐ State Literacy assessment results
- ☐ Benchmark assessment results
- ☐ Conduct and discipline Incidents
- ☐ Changes in family circumstances/life events
- ☐ Others (please specify)

19. For each risk indicator selected in the previous question, please describe how indicators are used to flag students (e.g. "Students with 5 or more consecutive absences are flagged", "Students with a GPA below 2.0 for the quarter or a cumulative GPA below 2.25 are flagged")?

20. For each risk indicator and measurement selected in the previous question, please indicate how effective and accurate you feel the indicator is in identifying the students who truly are most at risk of dropping out or becoming otherwise disengaged.

21. Which grade level groupings are currently analyzed for risk factors by your EWS?

☐ High School

☐ Middle School/Junior High

☐ Elementary

22. How have you customized the early warning system you purchased?

☐ We have not customized or modified the early warning system we purchased

☐ Determined our own risk indicators

☐ Determined our own cut-points or triggers for flagging students

☐ Developed customized reports

☐ Other (please specify)

What changes did you need to make to your existing student data systems to successfully implement the Early Warning System?

☐ Changed data entry policies

☐ Increased the frequency/timeliness of student data entry

☐ Determined consistent definitions of data

☐ Collected new data that wasn't previously collected

☐ Merged or integrated data sets

☐ Other (please specify)

24. How frequently do each of the following individuals and groups examine/review/utilize the data from your EWS?

o Principals/Asst. Principals
o Deans of Students
o Teachers
o Counselors
o Attendance Liaisons
o Building Secretaries
o Registrars
o District-Level (Central Office) Staff
o Other

25. What types of EWS reports have been the most useful for:

o   Principals/Asst. Principals
o   Deans of Students
o   Teachers
o   Counselors
o   Attendance Liaisons
o   Building Secretaries
o   Registrars
o   District-Level (Central Office) Staff
o   Other

26. What structures and practices has your district put in place to encourage use of the EWS data? *(Check all that apply)*

☐   a. Scheduled time for analysis of EWS data by staff

☐   b. Scheduled time for collaboration and planning for interventions based on EWS data

☐   c. Formation of an EWS committee or similar group

☐   d. Professional development for staff related to the EWS

☐   e. Professional development for staff related to data analysis

☐   f. Creation of new staff position(s) to analyze, use and/or disseminate EWS data

☐   g. Other (please specify)

27. What is working well with your EWS system? *(open ended)*

28. What are the most significant challenges you currently face with your early warning system? *(open ended)*

29. What advice would you provide to an individual from another district (similar to your own in size, setting and student demographics) that was in the initial stages of establishing and using an early warning system? *(open ended)*

OPTIONAL QUESTIONS FOR ALL RESPONDENTS

30. What programs and interventions does your district currently use to address the needs of students identified as at risk of dropping out? *(check all that apply)*

☐   a. Credit recovery

☐   b. Tutoring services

☐   c. Mentoring program

☐   d. Service learning options

☐   e. Transition programs (such as freshman orientation or middle to high school bridge programs)

☐ f. Expanded curriculum options such as Career and Technical education or concurrent enrollment programs with a local college

☐ g. Other (please specify below)

31. What challenges have you faced in implementing these interventions? Examples might include scheduling conflicts, student transportation issues, state policies or legislative requirements, current district policies.

32. Currently, how do you determine if students who are receiving the interventions are benefiting/improving?

33. Please provide your name and contact information. This information will be used to notify you when the summary of results from this survey are available and in case someone from CDE's Office of Dropout Prevention and Student Engagement needs to follow–up with you regarding your responses to this survey. Your information will not be used for any other purpose and will not be shared with any organization or individual outside of the Colorado Department of Education.

Name	
Title	
Phone Number	
Email address	