

Sample Guiding Questions for EWS Data

District

1. What is the prevalence of overall off-track status by level: elementary, middle, high?
 - a. By indicator?
 - b. By indicator combinations- e.g. attendance and course failures/GPA?
2. What is the prevalence of overall off-track status by grade-level?
 - a. By indicator?
3. What is the prevalence of overall off-track status by school?
4. Which risk factors are most common in which schools?
 - a. By indicator (e.g. course failures- and by course [Eng 1])?
5. What is the prevalence of overall off-track status by subgroup?
 - a. Gender
 - b. Race/ethnicity
 - c. ELL
 - d. SWD
 - e. SES
6. What is the prevalence of off-track status by indicator and by subgroup?
 - a. Gender
 - b. Race/ethnicity
 - c. ELL
 - d. SWD
 - e. SES
7. What is the prevalence of overall off-track status by subgroup and indicator combinations?
 - a. African American/Black low SES males and: (ODRs/suspensions, course failures, attendance, GPA, etc.)
 - i. By grade level?
 - ii. By school?
 - b. African American/Black males with low SES and SWD and (ODRs/suspensions, course failures, attendance, GPA, etc.)
 - i. By grade level?
 - ii. By school?
 - c. Hispanic/Latino males ODRs/suspensions and course failures or GPA
8. What is the cohort pattern of off-track status over time?
 - a. Levels (elementary, middle, high)?
 - b. Regions/Feeder patterns?
 - c. Grade levels?
 - d. Transition years (6th & 9th)?
 - e. School specific?
9. How effective are schools at supporting students to be on-track?
 - a. What percentage of students who enter a school on-track remain on-track and for how long (semester, year, 2 years, etc.)?
 - b. What percentage of students who enter a school off-track remain off-track/become on-track and for how long (semester, year, 2 years, etc.)?
10. How effective are interventions overall?
 - a. Reductions in percentage of students with off-track status?
 - b. Reductions in percentage of students with off-track status from time point to time point?
 - i. Monthly
 - ii. Quarterly
 - iii. Semester
 - iv. Annually

School

11. What is the prevalence of overall off-track status?
 - a. By indicator?
 - b. By indicator combinations- e.g. attendance and course failures/GPA?
12. What is the prevalence of overall off-track status by grade-level?
 - a. By indicator (are there common issues)?
 - i. By course (Eng 1, etc.)
 - ii. By teacher (course failures, discipline)
13. What is the prevalence of overall off-track status by subgroup?
 - a. Gender
 - b. Race/ethnicity
 - c. ELL
 - d. SWD
 - e. SES
14. What is the prevalence of off-track status by indicator, subgroup and by grade level?
 - a. Gender
 - b. Race/ethnicity
 - c. ELL
 - d. SWD
 - e. SES
15. What is the prevalence of overall off-track status by subgroup and indicator combinations?
 - a. African American/Black low SES males and: (ODRs/suspensions, course failures, attendance, GPA, etc.)
 - i. By grade level?
 - b. African American/Black males with low SES and SWD and: (ODRs/suspensions, course failures, attendance, GPA, etc.)
 - i. By grade level?
 - c. Hispanic/Latino males ODRs/suspensions and course failures or GPA
16. What is the cohort pattern of off-track status over time?
 - a. Grade levels?
17. How effective are schools at supporting students to be on-track?
 - a. What percentage of students who enter a school on-track remain on-track and for how long (semester, year, 2 years, etc.)?
 - b. What percentage of students who enter a school off-track remain off-track/become on-track and for how long (semester, year, 2 years, etc.)?
18. What students are in need of supports to be successful?
 - a. By indicator(s)?
 - b. By graduation requirements?
19. What are the "root causes" for the indicators?
20. How effective are interventions overall?
 - a. Reductions in percentage of students with off-track status?
 - b. Reductions in percentage of students with off-track status from time point to time point?
 - i. Monthly
 - ii. Quarterly
 - iii. Semester
 - iv. Annually
 - c. Reductions in the severity of indicators?
 - d. Increased presence of protective factors?
 - i. Grades/attendance/affiliations/climate measures?
21. How effective are interventions for groups or individual students?
 - a. Reduction in the number of indicators overall?
 - i. Time point to time point (dependent upon indicator)?
 - b. Reduction in the severity of indicators?
 - i. Time point to time point (dependent upon indicator)?
 - c. Presence of protective factors?
 - i. Grades/GPA/credits/ attendance/affiliations/etc.?
 - d. Return to on-track status?