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Steinhardt School of Culture, Education, and Human Development

An Equity Lens for Early Warning Systems: *Monthly Data Team Meetings*

METROPOLITAN CENTER FOR URBAN EDUCATION



NEW YORK UNIVERSITY

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Monthly Calendar for Early Warning Systems: *Knowing What to Look For*

Mission

The Metropolitan Center for Urban Education is a comprehensive center that focuses on educational research, policy and practice. We are a partner and resource at the local and national in strengthening and improving access, and opportunity and the quality of education in our schools. Our mission is to target issues related to educational equity by providing leadership and support to students, teachers, parents, administrators and policymakers.

Purpose of Document

The purpose of this monthly calendar is to provide a starting point for asking equity questions during the data analysis process. Schools and districts are in need to develop data systems as well as conduct analyses of this data. However there is little guidance as to **what** questions to ask of data as well as **what to do** with the answers. Our intent with this monthly calendar is to ensure equity questions are non-negotiables in this process. Additionally our perspective within this monthly calendar includes an understanding that there are various points in the educational process in which racial/ethnic minority, low-income and linguistically diverse populations are not receiving an equitable opportunity, thus the analysis questions that are posed are not only to monitor academic and behavioral outcomes early enough but also as an early warning or monitoring as to whether the educational process is equitable and accessible.

Important Considerations

There are In order to use this document effectively as part of your leadership team meetings, intervention team meetings, etc., there has to be a robust data system. In addition, there needs to be a high level of reliability with the data. Another consideration to keep in mind is within the month to month analysis there may be an issue of N size; in other words, sometimes the number of students may be too small to mean anything. In such cases, conducting a comparison analysis is highly relevant; in other words, asking comparison questions such as, “what percentage of the population does that constitute, does this look different or similar to other groups, etc.”

Infrastructure and Process

1. Begin with district or building level leadership to conduct monthly data analysis of this level. The intention of these questions are to assist in guiding instructional management decisions.
2. Work with your data personnel to ascertain the following: the availability of database, the work involved in generating reports on these variables, the quality of the data entry, the consistency of data entry, etc.
3. The intent of the process is to assist your team to consistently understand the nature of student progress and its relationship to the wellness of process implementation.

September

Month	Practice/Process Events	Critical Process/Practice Questions	Available Data	Types of Analysis
	School Attendance Report	What is the daily attendance for all groups? Are there specific groups of students missing 1-3 days, and more than 4 days? How is tardy marked by staff?	Attendance	Attendance patterns includes tardy and absences by gender, ELL status, special education status, race and FRLP
	Universal Screenings	What are the skill levels across all groups and within groups (gender, race and FRLP)? What percentage of students fall into each level of risk by groups (gender, race, and FRLP)?	DIBELS (example)	Number of students within each level of risk overall and by gender, ELL status, special education status, race and FRLP
	Disciplinary referrals	What are the rates of disciplinary referrals? What are the average types of “offenses”? What are the interventions for these “offenses”? What are the location and time of day of “offenses”? Who is doing the referring?	Disciplinary referrals	Number of students referred for discipline overall and by gender, ELL status, special education status, race and FRLP Percentage of students referred for discipline by groups (gender, ELL status, special education status, race and FRLP)
	Course Enrollment	What are the rates of course enrollments in the following classes: talented and gifted, advanced placement, honors, special education, and intervention services? What are the rates of course enrollments by race/ethnicity and gender?	Enrollment in talented and gifted, advanced placement, honors, special education, and intervention services	Number of students enrolled in courses, placement, or service. Percentage of students enrolled in course, placement, or services by groups (gender, ELL status, special education status, race and FRLP)

October

Month	Practice/Process Events	Critical Process/Practice Questions	Available Data	Types of Analysis
October	School Attendance Report	What is the daily attendance for all groups? Are there specific groups of students missing 1-3 days, and more than 4 days? How is tardy marked by staff?	Attendance	Attendance patterns includes tardy and absences overall and by gender, ELL status, special education status, race and FRLP
	Five Week period report	What is the average grade across all groups (gender, race, and FRLP)? What is the average grade by classroom and content area? How are grades calculated during five week period? Identify specific percentages (e.g., X% quizzes, x% participation, etc.)	Five week report	Number and percentage of students attaining As and Bs, Cs, and Ds and Fs; Average grades by classroom and content overall and by gender, ELL status, special education status, race and FRLP
	Disciplinary referrals	What are the rates of disciplinary referrals? What are the average types of “offenses”? What are the interventions for these “offenses”? What are the location and time of day of “offenses”? Who is doing the referring?	Disciplinary referrals	Number of students referred for discipline overall and by gender, ELL status, special education status, race and FRLP Percentage of students referred for discipline by groups (gender, ELL status, special education status, race and FRLP)
	Diagnostic Screenings	What are the skill levels across all groups and within groups (gender, race and FRLP)? What percentage of students fall into each level of risk by groups (gender, race, and FRLP)? How have participating students moved?	DIBELS (example)	Number of students within each level of risk overall and by gender, ELL status, special education status, race and FRLP Percentage of students within each level moved up or down

November

Month	Practice/Process Events	Critical Process/Practice Questions	Available Data	Types of Analysis
	School Attendance Report	What is the daily attendance for all groups? Are there specific groups of students missing 1-3 days, and more than 4 days? How is tardy marked by staff?	Attendance	Attendance patterns includes tardy and absences overall and by gender, ELL status, special education status, race and FRLP
	Five Week period report	What is the average grade across all groups (gender, race, and FRLP)? What is the average grade by classroom and content area? How are grades calculated during five week period? Identify specific percentages (e.g., X% quizzes, x% participation, etc.)	Five week report	Number and percentage of students attaining As and Bs, Cs, and Ds and Fs; Average grades by classroom and content overall and by gender, ELL status, special education status, race and FRLP
	Disciplinary referrals	What are the rates of disciplinary referrals? What are the average types of “offenses”? What are the interventions for these “offenses”? What are the location and time of day of “offenses”? Who is doing the referring?	Disciplinary referrals	Number of students referred for discipline overall and by gender, ELL status, special education status, race and FRLP Percentage of students referred for discipline by groups (gender, ELL status, special education status, race and FRLP)

December

Month	Practice/Process Events	Critical Process/Practice Questions	Available Data	Types of Analysis
	School Attendance Report	What is the daily attendance for all groups? Are there specific groups of students missing 1-3 days, and more than 4 days? How is tardy marked by staff?	Attendance	Attendance patterns includes tardy and absences overall and by gender, ELL status, special education status, race and FRLP
	Five Week period report	What is the average grade across all groups (gender, race, and FRLP)? What is the average grade by classroom and content area? How are grades calculated during five week period? Identify specific percentages (e.g., X% quizzes, x% participation, etc.)	Five week report	Number and percentage of students attaining As and Bs, Cs, and Ds and Fs; Average grades by classroom and content overall and by gender, ELL status, special education status, race and FRLP
	Course grades	What is the average grade across all groups (gender, race and FRLP)? What is the average grade by classroom and content area? Identify Necessary Support for Teachers, coaching, PD, and Training.	Semester grades	Number and % of students attaining As and Bs, Cs, and Ds and Fs; Average grades by classroom and content overall and by gender, ELL status, special education status, race and FRLP
	Disciplinary referrals	What are the rates of disciplinary referrals? What are the average types of “offenses”? What are the interventions for these “offenses”? What are the laddered steps between referral and suspension? What is the percentage change in referrals and suspension? Referral/Suspension ratio?	Disciplinary referrals	Number of students referred for discipline Percentage of students referred for discipline by groups (gender, ELL status, special education status, race and FRLP)
	Diagnostic Screenings	What are the skill levels across all groups and within groups (gender, race and FRLP)? What percentage of students fall into each level of risk by groups (gender, race, and FRLP)? How have participating students moved?	DIBELS (example)	Number of students within each level of risk overall and by gender, ELL status, special education status, race and FRLP Percentage of students within each level moved up or down

January

Month	Practice/Process Events	Critical Process/Practice Questions	Available Data	Types of Analysis
	School Attendance Report	<p>What is the daily attendance for all groups?</p> <p>Are there specific groups of students missing 1-3 days, and more than 4 days?</p> <p>How is tardy marked by staff? How does the school's late policy impact attendance? What is the policy & interventions for cutting classes?</p>	Attendance	Attendance patterns includes tardy and absences overall and by gender, ELL status, special education status, race and FRLP
	Course Enrollment	<p>What are the rates of course enrollments in the following classes: talented and gifted, advanced placement, honors, special education, and intervention services?</p> <p>What are the rates of course enrollments by race/ethnicity and gender?</p> <p>How do we create more inclusive opportunities?</p>	Enrollment in talented and gifted, advanced placement, honors, special education, and intervention services	<p>Number of students enrolled in courses, placement, or service.</p> <p>Percentage of students enrolled in course, placement, or services by groups (gender, ELL status, special education status, race and FRLP)</p>
	Disciplinary referrals	<p>What are the rates of disciplinary referrals?</p> <p>What are the average types of "offenses"?</p> <p>What are the interventions for these "offenses"?</p> <p>What are the laddered steps between referral and suspension? What is the percentage change in referrals and suspension?</p> <p>What is the ratio of referral to suspension?</p>	Disciplinary referrals	<p>Number of students referred for discipline overall and by gender, ELL status, special education status, race and FRLP</p> <p>Percentage of students referred for discipline by groups (gender, ELL status, special education status, race and FRLP)</p>

February

Month	Practice/Process Events	Critical Process/Practice Questions	Available Data	Types of Analysis
	School Attendance Report	What is the daily attendance for all groups? Are there specific groups of students missing 1-3 days, and more than 4 days? How is tardy marked by staff?	Attendance	Attendance patterns includes tardy and absences overall and by gender, ELL status, special education status, race and FRLP
	Universal Screenings	What are the skill levels across all groups and within groups (gender, race and FRLP)? What percentage of students fall into each level of risk by groups (gender, race, and FRLP)? How many have show progress since the previous screening in September?	DIBELS (example)	Number of students within each level of risk overall and by gender, ELL status, special education status, race and FRLP
	Disciplinary referrals	What are the rates of disciplinary referrals? What are the average types of “offenses”? What are the interventions for these “offenses”? What are the laddered steps between referral and suspensions? What is the percentage change in referrals and suspension? What is the ratio of referral to suspension?	Disciplinary referrals	Number of students referred for discipline overall and gender, ELL status, special education status, race and FRLP and type of referral? Percentage of students referred for discipline by groups (gender, ELL status, special education status, race and FRLP) and type of referral
	Five Week period report	What is the average grade across all groups (gender, race, and FRLP)? What is the average grade by classroom and content area? How are grades calculated during five week period? Identify specific percentages (e.g., X% quizzes, x% participation, etc.) How has Instruction improved as a result of PD, coaching, & Training?	Five week report	Number and percentage of students attaining As and Bs, Cs, and Ds and Fs; Average grades by classroom and content overall and by gender, ELL status, special education status, race and FRLP

March

Month	Practice/Process Events	Critical Process/Practice Questions	Available Data	Types of Analysis
	School Attendance Report	What is the daily attendance for all groups? Are there specific groups of students missing 1-3 days, and more than 4 days? How is tardy marked by staff?	Attendance	Attendance patterns includes tardy and absences overall and by gender, ELL status, special education status, race and FRLP
	Five Week period report	What is the average grade across all groups (gender, race, and FRLP)? What is the average grade by classroom and content area? How are grades calculated during five week period? Identify specific percentages (e.g., X% quizzes, x% participation, etc.)	Five week report	Number and percentage of students attaining As and Bs, Cs, and Ds and Fs; Average grades by classroom and content overall and by gender, ELL status, special education status, race and FRLP
	Course grades	What is the average grade across all groups (gender, race and FRLP)? What is the average grade by classroom and content area?	Semester grades	Number and percentage of students attaining As and Bs, Cs, and Ds and Fs; Average grades by classroom and content overall and by gender, ELL status, special education status, race and FRLP
	Disciplinary referrals	What are the rates of disciplinary referrals? What are the average types of “offenses”? What are the interventions for these “offenses”? What are the location and time of day of “offenses”? Who is doing the referring?	Disciplinary referrals	Number of students referred for discipline Percentage of students referred for discipline by groups (gender, ELL status, special education status, race and FRLP)

April

Month	Practice/Process Events	Critical Process/Practice Questions	Available Data	Types of Analysis
April	School Attendance Report	What is the daily attendance for all groups? Are there specific groups of students missing 1-3 days, and more than 4 days? How is tardy marked by staff?	Attendance	Attendance patterns includes tardy and absences overall and by gender, ELL status, special education status, race and FRLP
	Five Week period report	What is the average grade across all groups (gender, race, and FRLP)? What is the average grade by classroom and content area? How are grades calculated during five week period? Identify specific percentages (e.g., X% quizzes, x% participation, etc.)	Five week report	Number and percentage of students attaining As and Bs, Cs, and Ds and Fs; Average grades by classroom and content overall and by gender, ELL status, special education status, race and FRLP
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	Diagnostic Screenings	What are the skill levels across all groups and within groups (gender, race and FRLP)? What percentage of students fall into each level of risk by groups (gender, race, and FRLP)? How have participating students moved?	DIBELS (example)	Number of students within each level of risk overall and by gender, ELL status, special education status, race and FRLP Percentage of students within each level moved up or down

May

Month	Practice/Process Events	Critical Process/Practice Questions	Available Data	Types of Analysis
May	School Attendance Report	<p>What is the daily attendance for all groups?</p> <p>Are there specific groups of students missing 1-3 days, and more than 4 days?</p> <p>How is tardy marked by staff?</p>	Attendance	Attendance patterns includes tardy and absences overall and by gender, ELL status, special education status, race and FRLP
	Course grades	<p>What is the average grade across all groups (gender, race and FRLP)?</p> <p>What is the average grade by classroom and content area?</p>	Semester grades	<p>Number and percentage of students attaining As and Bs, Cs, and Ds and Fs;</p> <p>Average grades by classroom and content overall and by gender, ELL status, special education status, race and FRLP</p>
	Disciplinary referrals	<p>What are the rates of disciplinary referrals?</p> <p>What are the average types of “offenses”?</p> <p>What are the interventions for these “offenses”?</p> <p>What are the location and time of day of “offenses”?</p> <p>Who is doing the referring?</p>	Disciplinary referrals	<p>Number of students referred for discipline</p> <p>Percentage of students referred for discipline by groups (gender, ELL status, special education status, race and FRLP)</p>