



Montana Office of Public Instruction

Montana Early Warning System



Insights

Research says that Early Warning Systems for Dropouts have an impact, but it doesn't tell us how that impact occurs and in what ways it has impacted Montana students. Our research study filled in this gap about the Montana Early Warning System. It shows that the Montana Office of Public Instructions investment in the tool was effective and targeted for those who used the data as part of a school reform initiative.

Our Mission

The Montana Office of Public Instruction serves Montana students, educators, and schools. Addressing an intractable problem, drop out, we seek to provide the evidence base for policy makers to guide use of the Early Warning System to early identify and progress monitor potential dropouts.

Where to get to us

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<https://osf.io/8ab5h/>

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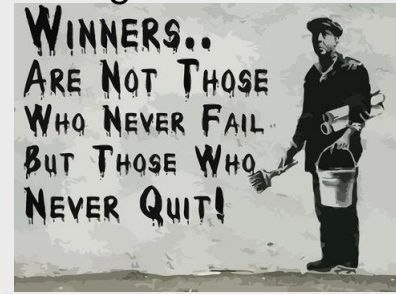
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Impact on Schools



- In high adoption schools, Principals guided the implementation of the tool and organized interventions with the students. Vision, value, and communication are core traits of a high adoption school. It is this leadership, assisted by the EWS, which improved dropout rates.
- Students who received EWS scores were three percent more likely to graduate in four years than students enrolled in same schools who were not scored. The more years a student was scored, the higher their probability of graduating on time.

Impact on Graduation



- About 20 percent of public high schools in MT regularly use the state's EWS. Adopting schools tend to be larger and have more diverse student bodies with more disadvantaged students.
- Schools that used the EWS at least twice during a year had cohort graduation rates that rose 1 percentage point more than schools that did not use the EWS.
- Native students were 5 – 6% more likely to graduate if they had an EWS score than their peers who were not scored. This trend was less robust for other subgroups. Low-income students (FRPL) were 1% more likely to graduate if they had an EWS score.

Significance for Montana

- Not every Montana school district wants an EWS. Engagement with the tool without dropout prevention reforms was ineffective.
- Without the engagement of a school leader, coach, or teachers the initiative will miss out on benefits such as improvement in dropout rates
- Schools want and deserve engagement with their EWS provider. A reform mindset coupled with effective use of the tool can be communicated to participating schools.