

Design and Planning Risk Indicators (Connect)

Risk Indicators allow you to view and assess student risk using various indicators and data points, facilitating early intervention and support for at-risk students. The configuration enables you to set thresholds for risk levels (Low, Medium, High) based on the selected criteria. Understand that each will differ and may not follow this “recipe.”

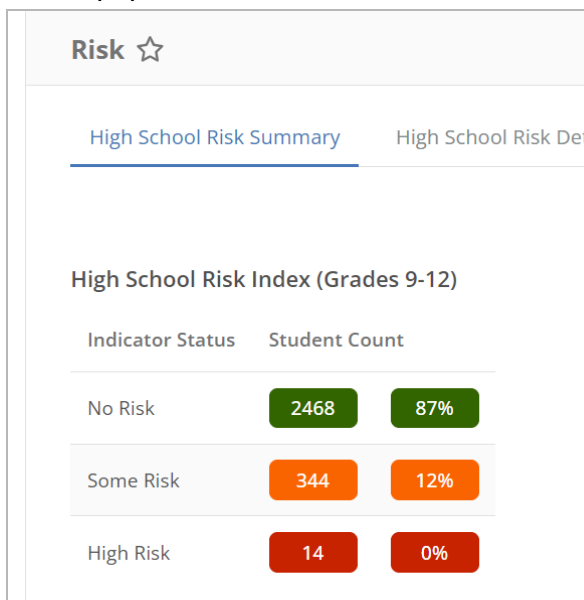
Risk Indicators are Useful for:

- **Early Warning System:** Identifying at-risk students, monitoring chronic absenteeism, assessing 9th-grade on-track status, and evaluating academic risk.
- **Recent Incident Flags (Student Flags):** Monitoring failing grades, attendance issues, behavior incidents, social-emotional learning (SEL) factors, school climate and culture, and perfect attendance.
- **Rank-Order Student Lists:** Creating targeted support lists, rank-ordering students for interventions, encouraging stretch learning, recognizing achievements, and identifying candidates for acceleration/honors programs.
- **Data Points for Monitoring Change Over Time:** This section evaluates the impact of interventions, school improvement efforts, and changes in attendance.

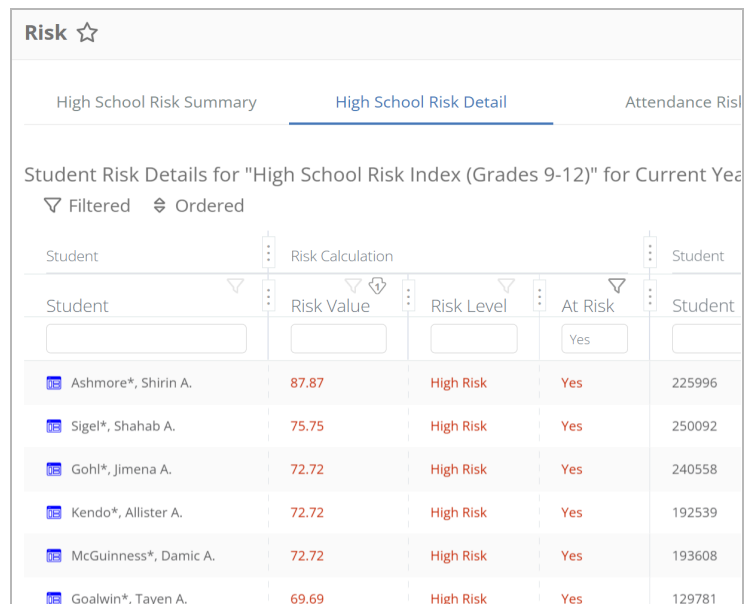
Design and Planning Framework

1. **Who will use this indicator?** *School Administrators, Counselors, Teachers, Intervention Teams, etc.*
2. **When will it be used?** *At the beginning of the school year, mid-year assessments are conducted, or they are administered regularly throughout the school year (e.g., quarterly, weekly).*
3. **What format(s) will be most effective?** *Surfacing summary and/or detailed views on what dashboards, etc.*

Dashboard Summary View: Provides a high-level overview of risk levels across the student population.



Dashboard Detail View: Provides granular data for individual students, including specific indicators that contribute to their risk level.



Student	Risk Calculation (Risk Value)	Risk Level	At Risk	Student
Ashmore*, Shirin A.	87.87	High Risk	Yes	225996
Sigel*, Shahab A.	75.75	High Risk	Yes	250092
Gohl*, Jimena A.	72.72	High Risk	Yes	240558
Kendo*, Allister A.	72.72	High Risk	Yes	192539
McGuinness*, Damic A.	72.72	High Risk	Yes	193608
Goalwin*, Tayen A.	69.69	High Risk	Yes	129781

Data Point Considerations

1. Type of Data:

- Academic Performance (grades, GPA, assignments)
- Attendance Records (absences, tardies)
- Behavioral Incidents (referrals, suspensions)
- SEL Indicators (surveys, assessments)
- School Climate and Culture (surveys, assessments)

2. Defining Levels:

- Risk Levels (how many and what they will be named [e.g., Three levels: Low, Medium, High])
- Identify what levels will be considered “at risk.”

3. Range of Values:

- Each data point must be described from lowest to highest value for each identified level

4. Weighting of data points

- Weighting can be done to reflect the relative importance of each indicator (e.g., attendance may carry more weight than engagement)

Finalizing Your Risk Indicator

Final Aggregation of Data Points: The risk values of each data point are added to determine an overall risk value.

Setting the Overall Risk Indicator Levels and Ranges

1. Working Backwards to Adjust Data Point Ranges and the Overall Risk Levels:

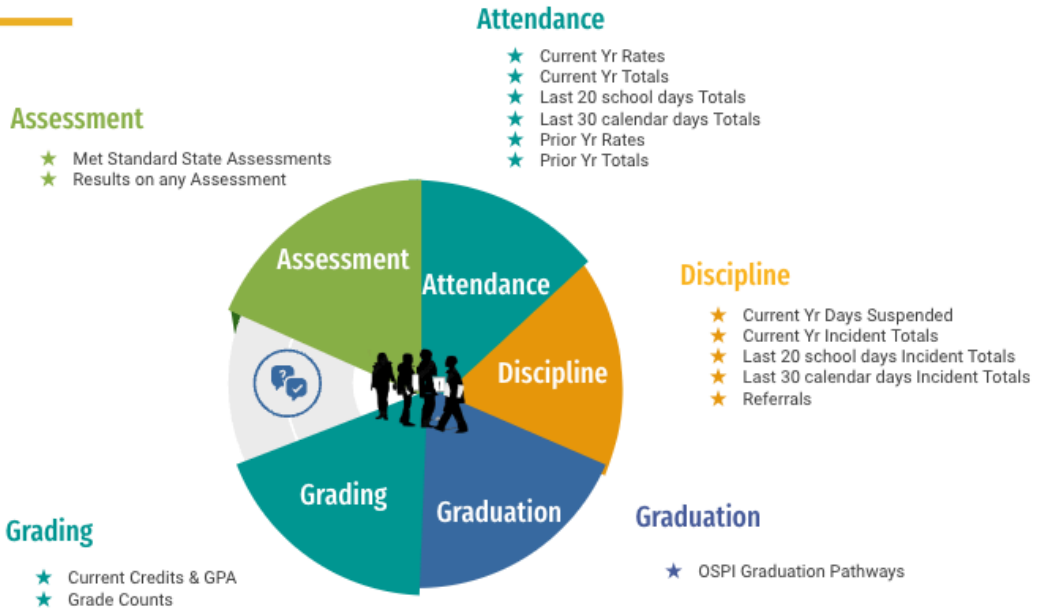
- Begin with the desired risk levels and work backward to determine how each data point contributes to the overall score.
- Adjust thresholds based on trial runs and user feedback to ensure they accurately reflect the intended risk identification.

Grade Level	0	1	2	3
Attendance Rate for Chronic Absence	95% - 100%	90%-95%	80%-90%	0%-80%
	good attendance	warning absence	chronic absence	extreme chronic
SBA ELA/Literacy	L4	L3	L2	L1

Grade Level	Recommendation for Acceleration/Honors Class Placement			
	0	1	2	3

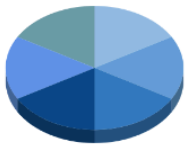
Standard Risk Configurations

Risk Indicator Data Points



Standard Elementary Risk Configurations

Risk Gr K-1

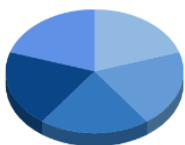


8 Equally Weighted Data Points with 3 levels of risk for each (4.17 weight multiplier)

Grade K-1 Data Points	Risk Level				measure
	0	1	2	3	
Current Year (CY) Attendance Rate	100 ← 95	95 ← 90	90 ← 80	80 ← 0	% attendance
Last 20 Days Absence	0	1 → 2	3 → 4	5 → 20	days
Last 20 Days Incidents	0	1 → 2	3 → 4	5 or more	Incidents in SIS
CY Incidents w/ Suspension/Expulsion	0			1 or more	Incidents in SIS
Current Year Incidents	0	1 → 3	4 → 5	6 or more	Incidents in SIS
WAKids # Domains Met	6	5 ← 4	3 ← 2	1 ← 0	Domains Met*
Current Year Referrals (SWIS)	0	1 → 3	4 → 5	6 or more	referrals recorded in SWIS
Last 30 Calendar Day Referrals (SWIS)	0	1 → 2	3	4 or more	referrals recorded in SWIS

*beginning in Dec for Kindergarten and through Dec for 1st grade

Risk Gr 2-3



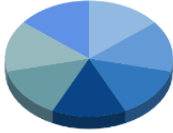
7 Equally Weighted Data Points with 3 levels of risk for each (4.76 weight multiplier)

Grade 2-3 Data Points	Risk Level				measure
	0	1	2	3	
Current Year (CY) Attendance Rate	100 ← 95	95 ← 90	90 ← 80	80 ← 0	% attendance
Last 20 Days Absence	0	1 → 2	3 → 4	5 → 20	days
Last 20 Days Incidents	0	1 → 2	3 → 4	5 or more	Incidents in SIS
CY Incidents w/ Suspension/Expulsion	0			1 or more	Incidents in SIS
Current Year Incidents	0	1 → 3	4 → 5	6 or more	Incidents in SIS
Current Year Referrals (SWIS)	0	1 → 3	4 → 5	6 or more	referrals recorded in SWIS
Last 30 Calendar Day Referrals (SWIS)	0	1 → 2	3	4 or more	referrals recorded in SWIS

SIS - Student Information System

Standard Elementary Risk Configurations

Risk Gr 4



9 Equally Weighted Data Points with 3 levels of risk for each (3.7 weight multiplier)

Grade 4 Data Points	Risk Level				measure
	0	1	2	3	
Current Year (CY) Attendance Rate	100 ← 95	95 ← 90	90 ← 80	80 ← 0	% attendance
Last 20 Days Absence	0	1 → 2	3 → 4	5 → 20	days
Last 20 Days Incidents	0	1 → 2	3 → 4	5 or more	Incidents in SIS
CY Incidents w/ Suspension/Expulsion	0			1 or more	Incidents in SIS
Current Year Incidents	0	1 → 3	4 → 5	6 or more	Incidents in SIS
SBA Summative ELA/Literacy	L4 or L3		L2	L1	performance level
SBA Summative Math	L4 or L3		L2	L1	performance level
Current Year Referrals (SWIS)	0	1 → 3	4 → 5	6 or more	referrals recorded in SWIS
Last 30 Calendar Day Referrals (SWIS)	0	1→2	3	4 or more	referrals recorded in SWIS

Standard Elementary Risk Configurations

Risk Gr 5



11 Equally Weighted Data Points with 3 levels of risk for each (3.03 weight multiplier)

Grade 5 Data Points	Risk Level				measure
	0	1	2	3	
Current Year (CY) Attendance Rate	100 ← 95	95 ← 90	90 ← 80	80 ← 0	% attendance
Last 20 Days Absence	0	1 → 2	3 → 4	5 → 20	days
Last 20 Days Incidents	0	1 → 2	3 → 4	5 or more	Incidents in SIS
CY Incidents w/ Suspension/Expulsion	0			1 or more	Incidents in SIS
Current Year Incidents	0	1 → 3	4 → 5	6 or more	Incidents in SIS
SBA Summative ELA/Literacy	L4 or L3		L2	L1	performance level
SBA Summative Math	L4 or L3		L2	L1	performance level
Student Growth Percentile SBA ELA	High	Typical		Low	growth
Student Growth Percentile SBA Math	High	Typical		Low	growth
Current Year Referrals (SWIS)	0	1 → 3	4 → 5	6 or more	referrals recorded in SWIS
Last 30 Calendar Day Referrals (SWIS)	0	1→2	3	4 or more	referrals recorded in SWIS

Standard Middle School Risk Configuration

Risk Gr 6-8



12 Equally Weighted Data Points with 3 levels of risk for each (2.8 weight multiplier)

Grades 6-8 Data Points	Risk Level				measure
	0	1	2	3	
Current Year (CY) Attendance Rate	100 ← 95	95 ← 90	90 ← 80	80 ← 0	% attendance
Last 20 Days Absence	0	1 → 2	2 → 4	4 → 20	days
Last 20 Days Incidents	0	1	2	3 → 20	incidents
CY Incidents w/ Suspension/Expulsion	0			1 → 20	incidents
Current Year Incidents	0	1 → 3	4 → 5	6 → 20	incidents
Level SBA Summative ELA/Literacy	L3 or L4		L2	L1	performance level
Level SBA Summative Math	L3 or L4		L2	L1	performance level
Student Growth Percentile SBA ELA	High	Typical		Low	growth
Student Growth Percentile SBA Math	High	Typical		Low	growth
# Cumulative Class Term D & F Grades	0	1	2 → 3	4 or more	count D & F grades
# Current Gradebook D + F Class Grades	0	1	2 → 3	4 or more	count D + F grades
Missing Assignments	0	1 → 6	7 → 12	13 or more	Missing assignments
Incomplete Assignments	0	1 → 6	7 → 12	13 or more	Incomplete assignments
Current Year Referrals (SWIS)	0	1 → 3	4 → 5	6 or more	referrals recorded in SWIS
Last 30 Calendar Day Referrals (SWIS)	0	1→2	3	4 or more	referrals recorded in SWIS
# Cumulative Class Term F Grades	0	1	2 → 3	4 or more	count F grades - for reference
# of Current Gradebook F Class Grades	0	1	2	3 or more	count F gradebook grades

Note: *included as a reference - does not contribute to overall risk value

Standard High School Risk Configuration

Risk Gr 9-10


14 Equally Weighted Data Points
with 3 levels of risk for each
(2.4 weight multiplier)

Grades 9 Data Points	Risk Level				measure
	0	1	2	3	
Current Year (CY) Attendance Rate	100 ← 95	95 ← 90	90 ← 80	80 ← 0	% attendance
Last 20 Days Absence	0	1 → 2	3 → 4	5 → 20	days
Last 20 Days Incidents	0	1 → 2	3 → 4	5 or more	Incidents in SIS
CY Incidents w/ Suspension/Expulsion	0			1 or more	Incidents in SIS
Current Year Incidents	0	1 → 3	4 → 5	6 or more	Incidents in SIS
Met SBA Summative ELA/Literacy	Yes			No	performance level
Met SBA Summative Math	Yes			No	performance level
Current Cumulative GPA	4.0 ← 3.0	2.9 ← 2.0	1.9 ← 1.5	1.5 ← 0	grade point average
Number Cumulative Class Term D + F Grades	0	1	2 → 3	4 or more	count D + F grades
Number Current Gradebook D + F Class Grades	0	1	2 → 3	4 or more	count D + F grades
Missing Assignments	0	1 → 6	7 → 12	13 or more	Missing assignments
Incomplete Assignments	0	1 → 6	7 → 12	13 or more	Incomplete assignments
Current Year Referrals (SWIS)	0	1 → 3	4 → 5	6 or more	referrals recorded in SWIS
Last 30 Calendar Day Referrals (SWIS)	0	1 → 2	3	4 or more	referrals recorded in SWIS
Current Earned Credits Total	based on 24 credit total - 6 credits per year; 3 credits per semester				credits earned
Sem 1 Gr 9	data point not included until semester 1 grades posted				
Sem 2 Gr 9	3	2.5	2.0 ← 1.5	1.0 ← 0	
Sem 1 Gr 10	6	5.5 ← 5.0	4.5 ← 3.5	3.0 ← 0	
Sem 2 Gr 10	9	8.5 ← 8.0	7.5 ← 6.5	6.0 ← 0	
# Cumulative Class Term F Grades	0	1	2 → 3	4 or more	count F grades - for reference
# of Current Gradebook F Class Grades	0	1	2	3 or more	count F gradebook grades

Standard High School Risk Configuration

Risk Gr 11-12


16 Equally Weighted Data Points
with 3 levels of risk for each
(2.1 weight multiplier)

Grades 9 Data Points	Risk Level				measure
	0	1	2	3	
Current Year (CY) Attendance Rate	100 ← 95	95 ← 90	90 ← 80	80 ← 0	% attendance
Last 20 Days Absence	0	1 → 2	3 → 4	5 → 20	days
Last 20 Days Incidents	0	1 → 2	3 → 4	5 or more	Incidents in SIS
CY Incidents w/ Suspension/Expulsion	0			1 or more	Incidents in SIS
Current Year Incidents	0	1 → 3	4 → 5	6 or more	Incidents in SIS
Met SBA Summative ELA/Literacy	Yes			No	performance level
Met SBA Summative Math	Yes			No	performance level
Current Cumulative GPA	4.0 ← 3.0	2.9 ← 2.0	1.9 ← 1.5	1.5 ← 0	grade point average
Number Cumulative Class Term D + F Grades	0	1	2 → 3	4 or more	count D + F grades
Number Current Gradebook D + F Class Grades	0	1	2 → 3	4 or more	count D + F grades
Missing Assignments	0	1 → 6	7 → 12	13 or more	Missing assignments
Incomplete Assignments	0	1 → 6	7 → 12	13 or more	Incomplete assignments
Current Year Referrals (SWIS)	0	1 → 3	4 → 5	6 or more	referrals recorded in SWIS
Last 30 Calendar Day Referrals (SWIS)	0	1 → 2	3	4 or more	referrals recorded in SWIS
Current Earned Credits Total	based on 24 credit total - 6 credits per year; 3 credits per semester				credits earned
Sem 1 Gr 11	12	11.5 ← 11.0	10.5 ← 9.5	9.0 ← 0	
Sem 2 Gr 11	15	14.5 ← 14.0	13.5 ← 12.5	12.0 ← 0	
Sem 1 Gr 12	18	17.5 ← 17.0	16.5 ← 15.5	15.0 ← 0	
Sem 2 Gr 12	21	20.5 ← 20.0	19.5 ← 18.5	18.0 ← 0	
# Cumulative Class Term F Grades	0	1	2 → 3	4 or more	count F grades - for reference
# of Current Gradebook F Class Grades	0	1	2	3 or more	count F gradebook grades

Tier Attendance Risk Indicators

Why the Tier I Warning Level?

It signifies that the foundational supports in the classroom are sufficient to meet the needs of all students. In an ideal Tier I system, 80-85% of students should succeed with universal supports designed to foster:





- **Belonging:** Creating an inclusive environment where every student feels valued and connected.
- **Relationships:** Building strong connections between teachers and students to enhance trust and engagement.
- **Relevance:** Ensuring learning is meaningful and connected to students' lives and interests.

Why Tier 3 Extreme Chronic Absence at 20%+?

Students in this area require significantly more robust support systems than those with lower levels of absenteeism to effectively address their unique challenges and facilitate their reintegration into the school environment.


- **Severity of Impact:** Students with 25% absence often face more severe academic and social-emotional consequences, resulting in wider learning gaps and increased disengagement from school.
- **Underlying Causes:** The reasons for extreme absenteeism can be more complex, including mental health issues, family instability, or socioeconomic factors, necessitating more intensive and tailored interventions.
- **Support Needs:** Students with 20% or higher absenteeism require specialized, multifaceted approaches to address their needs. These may include individualized counseling, home visits, and collaboration with social services.
- **Engagement Strategies:** Engaging severely absent students often requires more persistent and proactive outreach, including building strong relationships and addressing barriers to attendance.


Tiered Attendance Risk Indicator

Prior Year Tiered Attendance		
Indicator Status	Student Count	
 Tier I - Good Attendance (0-5% Absence)	3,281	38.41%
 Tier I - Warning Absence (5-10% Absence)	2,990	35.01%
 Tier II - Chronic Absence (10-20% Absence)	1,764	20.65%
 Tier III - Extreme Chronic Absence (20%+ Absence)	506	5.92%


Refer to the comprehensive list of available indicators before creating your document.


[Creating and Managing Risk Indicators \(Connect\)](#)

 SDS Data Points Risk.xlsx

 SDS Data Points Risk.xlsx - All Data Points.pdf

 SDS Data Points Risk.xlsx - Categories & Groups.pdf

 Risk Basic Indicator Training.pdf

 Design Risk Indicator Training.pdf