**KSDE Early Warning Indicator System (EWIS) Update**

**Phase I Research Questions:**

1. What variables does KSDE currently have that will accurately predict dropping out of school?
2. Used in algorithms, how accurately do these variables classify students as eventually dropping out?
3. What is the relative importance of each in predicting dropout events?

1. Do these variables interact? If so, which ones?
2. For middle school students, do any of KSDE’s current variables predict the known antecedents of dropping out:

* declines in attendance, or
* grade retention?

1. Are there patterns in the data that are suggestive of particular pathways to dropping out?
2. Do these patterns suggest particular interventions or new research?

**Variables available in the Kansas Individual Data on Students (KIDS) System:**

* Free/reduced lunch status
* Age
* Grade level
* Number of days in attendance
* Number of days in membership
* Truancy status
* State assessment scores
* Gender
* Homeless status
* Neglected status
* 504 status
* Primary disability code
* ESOL/bilingual program participation status
* EXIT codes
* Race/ethnicity
* School variables: size, free/reduced lunch status, census status

**Variables that can be derived:**

* Change in poverty status
* Cumulative poverty
* Incongruent age for grade peers
* Cumulative retention
* Missing school rate
* Low state assessment scores
* Cumulative mobility
* Current year mobility
* Attendance gaps in transition
* Cumulative student with disability status

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