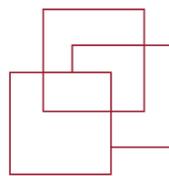


Washington State University

The 2018 WARNS User Survey

March 2018

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L P R C

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Contents

- Executive Summary**.....iv
- Acknowledgements**.....v
- 1. Administration**.....6
 - Background.....6
 - Objectives.....6
 - Population.....7
- 2. Implementation**.....8
 - Contacts.....8
 - Data Security and Handling.....8
 - Online Instrument.....9
 - Response Rate.....9
- 3. Results**.....10
 - Summary of Assessment Data.....10
 - Survey Responses.....12
- 4. Instruments**.....23
 - Web Survey.....23
 - Contact Emails.....31
- 5. Credits**.....34
 - Project Team.....34
 - WSU WARNS Team.....34
 - LPRC Staff.....34
- Appendix**.....35
 - Complete Open-Ended Remarks.....35

Please visit our website at WARNS.WSU.EDU for additional information.

Executive Summary

- Title:** 2018 WARNS User Survey
- Objectives:** The objective of this survey was to collect information to help the WSU WARNS team respond to the needs of school districts and other youth services providers who are addressing the truancy problem in Washington state. The survey responses will help the team understand how to improve the delivery and accessibility of the WARNS assessment and PSSO user and data management system.
- Methods:** In March of 2018, a 23 item web survey was implemented to collect information on the use of the WARNS assessment and PSSO platform, as well as the needs of the subscribers. The Primary Users of our 70 subscribing organizations were contacted to complete the survey.
- Results:** A total of 55 users responded to the survey for a 79% response rate. The results of the survey were largely positive, with responses generally emphasizing the ease-of use of the WARNS/PSSO online system. Of main concern were issues such as the lack of resources available to organizations for responding to the root causes of truancy as identified by the use of the WARNS assessment.
- Dates:** March 5 to March 30, 2018
- Contact:** Brian F. French and Bruce W. Austin
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Acknowledgements

The Washington Assessment of the Risks and Needs of Students (WARNS) and all related products were made possible with the generous support of the *John D. and Catherine T. MacArthur Foundation* and the *WSU College of Education High Risk / High Reward* grant. As the lead entity for the *Models for Change* initiative in *Washington State*, the *Center for Children and Youth Justice* provided valuable assistance and guidance for the duration of the entire WARNS project.

We are very grateful to the *Becca Task Force Assessment Workgroup* and the *Office of Superintendent of Public Instruction* for their support and feedback during the development and implementation of this survey.

We would also like to thank graduate students David M. Alpizar and Thao T. Vo for their assistance drafting and programming the survey instrument and contact letters.

Survey and Report Authorship

Bruce Austin, Washington State University
Dr. Brian F. French, Washington State University

1.

Administration

Background

The Washington Assessment of the Risks and Needs of Students (WARNS) and the Portal for Supporting Successful Outcomes (PSSO) were implemented in the state of Washington in September of 2017. By the early spring of 2018 approximately 70 school districts, juvenile courts, and other youth service providers had purchased subscriptions to the high school assessment, the middle school assessment, or both. During the course of the trainings and implementation of WARNS and PSSO, considerable interaction with school, court, and youth provider counselors and administrators occurred. A wealth of feedback was obtained through these interactions and a number of changes were implemented as a result of that feedback, such as the elimination of the requirement to obtain written parent and youth consent.

It became apparent that a more formal data collection method was needed to obtain consistent and organized feedback to enable the WSU WARNS team to respond to the developing needs of school districts and youth service providers as they worked to meet new state mandates to assess students for unexcused absences.

Additional feedback and discussion was obtained, most notably, from the Becca Task Force (BTF), and the BTF Assessment Workgroup and the decision was made to implement both a User and Non-User survey within the state. Both surveys were implemented separately and this report details the results of the User Survey.

Objectives

The objective of the User Survey was to collect information from current users of the WARNS and PSSO assessment system. The WSU WARNS team sought to assess how the WARNS/PSSO system was addressing the needs of school districts and other youth service

providers in their attempt to respond to state truancy mandates. The survey responses will help the team understand how to improve the delivery and accessibility of the WARNS assessments. It will also provide the existing users with an opportunity to voice additional concerns about what resources still need to be provided, either by the WSU WARNS team or by the state.

Specific aims included determining:

1. The professional level of the Primary User.
2. Who tends to administer the WARNS at each organization.
3. How many assessments have been completed.
4. Where in the truancy process is the WARNS given.
5. Difficulties and barriers to performing the assessment.
6. Ease of use of the online WARNS system and PSSO platform.
7. Recommendations for improved accessibility and use.
8. Training of the administrators.
9. Organization demographics.
10. Performance of the WARNS items.

Analysis of aim 10, the performance of the WARNS items, is not covered in this report as it is a long-term goal that will be reported on separately.

Population

The population for the survey consisted of the Primary Users for the 70 organizations subscribing to the WSU WARNS/PSSO system. All but one of the organizations are located in the state of Washington with the exception being a private school in the state of Georgia. The population was small enough that a census, rather than a sample, was sought and all Primary Users were invited to respond. An additional aim of the survey was to identify the professional background of those Primary Users.

2.

Implementation

Contacts

The LPRC sent an email to all 70 Primary Users on March 5, 2018, informing them of the study (see Correspondence in the Instruments section). The email included a brief description of the survey, the reasons and objectives, their rights as respondents, WSU contact information, and a link to the online instrument. Additional follow-up emails were sent to non-respondents on March 19, and a final contact on March 26.

Contact Sequence	Date
Invitation email	3/5/2018
First email reminder	3/19/2018
Second and final email reminder	3/26/2018

Data Security and Handling

The LPRC takes the issues of data security, confidentiality, and respondent privacy very seriously. No sensitive personal information was collected during the course of this survey. Respondents were given the opportunity to give us their name and email address to follow-up with them based on their responses. Respondent names and emails are not, and will not be, included in any reporting of results from the survey. Furthermore, the LPRC adheres to professional standards, ethics, and practices of the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME) (AERA, APA, & NCME, 2014).

All research staff at the LPRC must complete and keep current Human Subjects Research certification at the Collaborative Institution Training Initiative (CITI). Details on this certification

program can be found here: <https://www.citiprogram.org>. However, we note the survey is for improvement not research.

Reference:

American Educational Research Association, American Psychological Association, and National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.

Online Instrument

The User Survey was programmed in the WSU survey system provided by Qualtrics. The LPRC follows the Tailored Design Method (TDM) for design, question configuration, and procedures (Dillman, 2014). A link to this online instrument was provided to the respondents and all collected data were stored on Qualtrics secured servers. The introduction to the survey reminded the respondents of the study purpose and confidentiality of their responses. Furthermore, the instrument was programmed to allow the respondents to skip any question as they proceeded through the survey. On March 31st access to the online instrument was closed and the responses were downloaded to LPRC secured servers housed in the College of Education on the WSU Pullman campus.

Reference:

Dillman, Don A., Smyth, Jolene D., Christian, Leah Melani. 2014. *Internet, Phone, Mail and Mixed-Mode Surveys: The Tailored Design Method, 4th edition*. John Wiley: Hoboken, NJ

Response Rate

The response rate is the ratio of completed and partially completed surveys to the total survey group. At the close of the survey, we had obtained 60 survey responses. Of these, five had not continued to respond past question 2 and were eliminated. Of the remaining 55 surveys, only one was a partial complete. The partial complete responded to 75% of the items and was left in the final dataset.

The final response rate for the User Survey was: 79%.

3.

Results

Summary of Assessment Data

Before presenting the results of the survey, we provide additional context from the live assessment database for both the high schools and middle schools. These summary data represent completed assessments from the inception of the WARNS/PSSO system on August 15, 2017 through March 31, 2018.

There were a total of 59 high schools and 41 middle schools that completed WARNS assessments during the August 2017 through March 2018 timeframe. The figures below show the number of assessments completed by the number of high schools or middle schools. For example, the first column of Figure 1 shows that 12 high schools completed only one assessment during that timeframe, while the far right column shows that one high school completed 135 assessments. The means and medians are also shown on the figures.

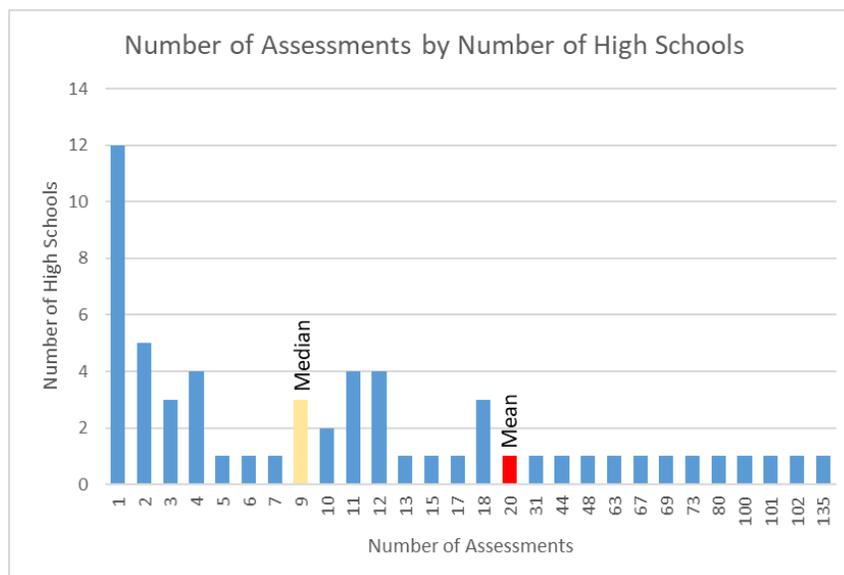


Figure 1. Number of completed assessments by the number of high schools in the state of Washington (actual mean is 20.9).

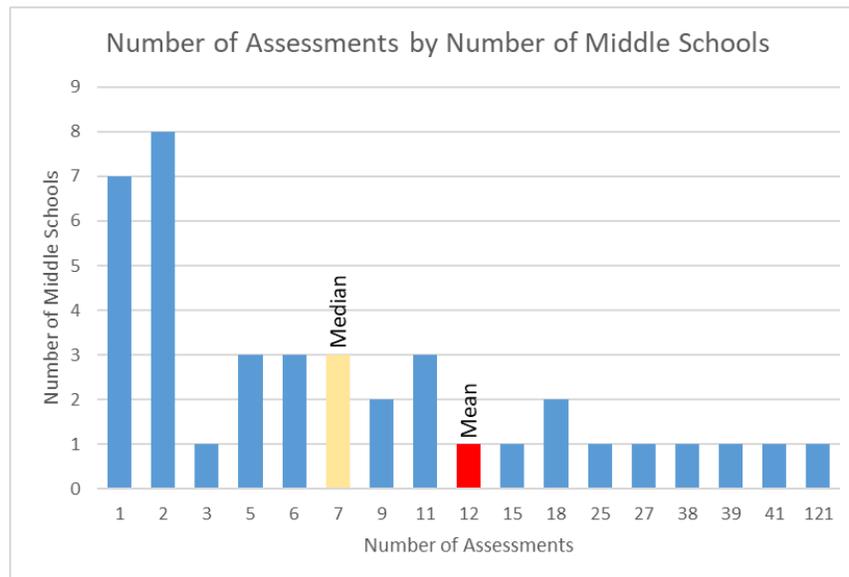


Figure 2. Number of completed assessments by the number of middle schools in the state of Washington.

Table 1 summarizes the information in the figures. **Since the inception of the WARNS/PSSO system, we have completed a total of 1,721 assessments in the state of Washington.** An additional 311 assessments were completed by the school in Georgia under the old WSU *REDCap* WARNS system and are not included in the figures and table.

Table 1

Summary Statistics for Completed Assessments by School Type

	Number of Schools	Completed Assessments				Total
		Mean	Median	Minimum	Maximum	
High Schools	59	20.9	9	1	135	1236
Middle Schools	41	12.1	6	1	121	485

Note: Georgia assessments completed under *REDCap* are not included in this table.

Survey Responses

The survey responses are reported by individual survey question in the order in which they appear in the instrument. Question numbers reflect the variable names from the programmed survey. Administrative variables do not appear. For example, Q1 is not shown because it was the introductory note to the survey.

Questions that invited open-ended responses are shown with a summary of those remarks. Open-ended remarks that are part of selected choice response questions accompany their respective questions in summarized form. All individual open-ended remarks are provided in the appendix. We are aware of many of the issues identified in the remarks and are trying to address them as best we can. Some may be specific to WARNS, yet others are general to any assessment and surrounding system that is in place. Given a lack of resources, we will do the best we can to attend to comments where adjustments are possible.

Q2 Approximately how many assessments have been completed at your organization?

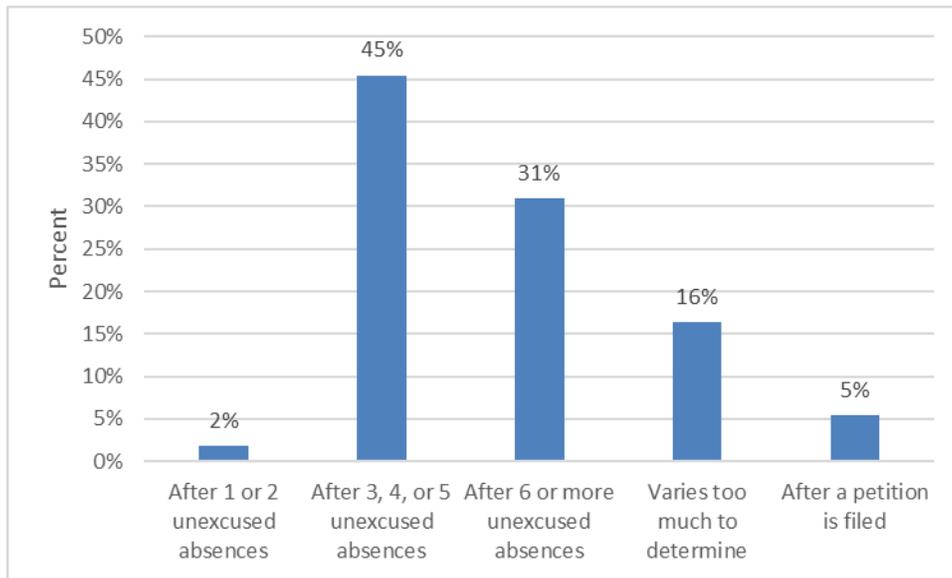
		Frequency	Percent
Valid	1 Less than 100	52	94.5
	2 101 to 300	2	3.6
	Total	54	98.2
Missing	Unanswered	1	1.8
Total		55	100.0

Most organizations have completed fewer than 100 assessments. A closer look at the actual dataset from PSSO showed an average of 21 completed assessments per high school and 12 completed per middle school. There was a maximum of 135 assessments at one high school and 121 at one middle school. Very few schools have assessed individual students more than once.



Q3 What is the most common point in the truancy process at which a student is given the WARNS?

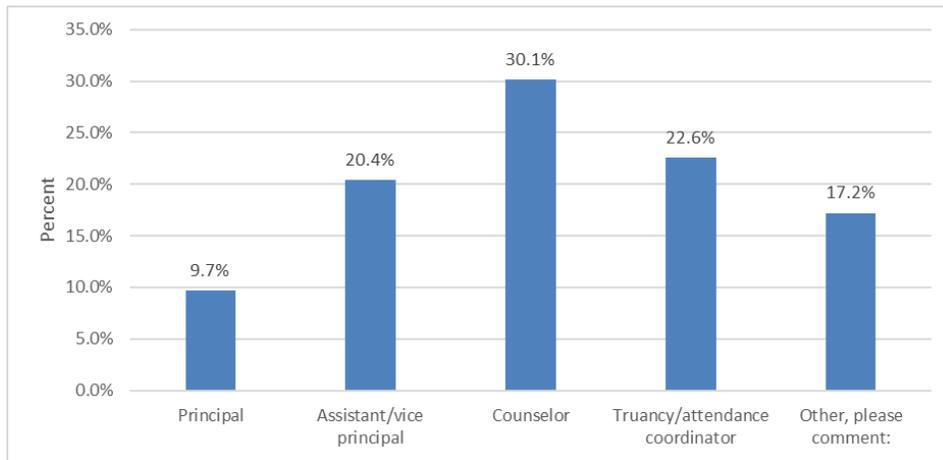
		Frequency	Percent
Valid	1 After 1 or 2 unexcused absences	1	1.8
	2 After 3, 4, or 5 unexcused absences	25	45.5
	3 After 6 or more unexcused absences	17	30.9
	4 Varies too much to determine	9	16.4
	5 After a petition is filed	3	5.5
	Total	55	100.0



There is a range of application of the assessment during the truancy process with only about half of schools providing the assessment after 5 unexcused absences.

Q4 Who administers the WARNS?

	Responses		Percent of Cases
	N	Percent	
Principal	9	9.7%	16.4%
Assistant/vice principal	19	20.4%	34.5%
Counselor	28	30.1%	50.9%
Truancy/attendance coordinator	21	22.6%	38.2%
Other, please comment:	16	17.2%	29.1%
Total	93	100.0%	169.1%



Percent of Cases adds to more than 100% because respondents were allowed to select more than one type of staff member. Counselors administer the most assessments but there were a variety of additional staff titles included in the comments for *Other*.

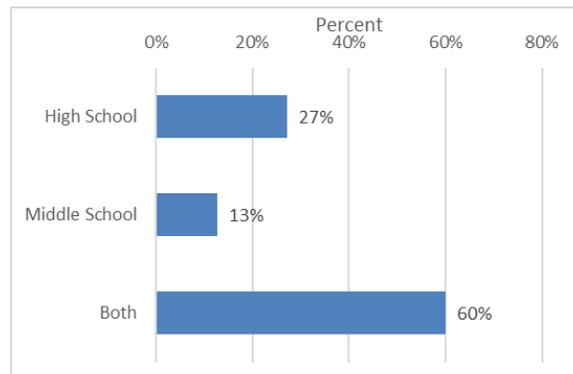
Q4_5.0 Have the individuals administering the WARNS in your district received any training on it?

		Frequency	Percent
Valid	1 Yes	53	96.4
	2 No	2	3.6
	Total	55	100.0

All Primary Users received the 30 minute phone training in addition to training offered in the WARNS and PSSO User Manuals. It is the responsibility of the Primary User at each organization to train their individual users.

Q5 Are you using the WARNS for high school students, middle school students, or both?

		Frequency	Percent
Valid	1 High School	15	27.3
	2 Middle School	7	12.7
	3 Both High School and Middle School	33	60.0
	Total	55	100.0

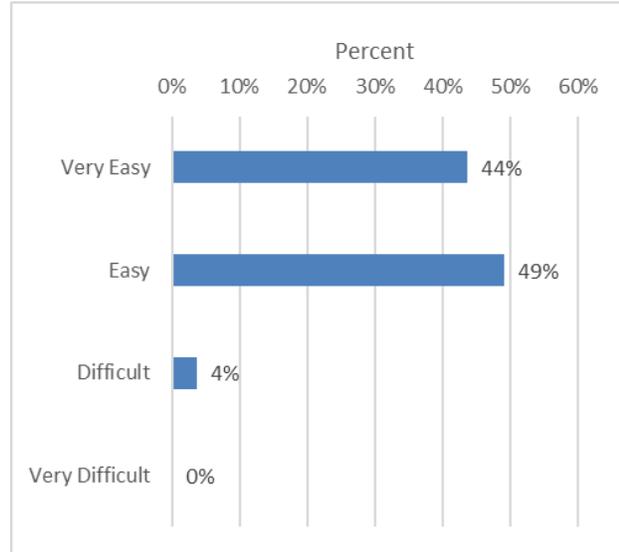


Over half of our subscribing organizations (60%) are making use of both the high school and middle school assessments.



Q6 How easy is it for you to assess a student using the online WARNS instrument?

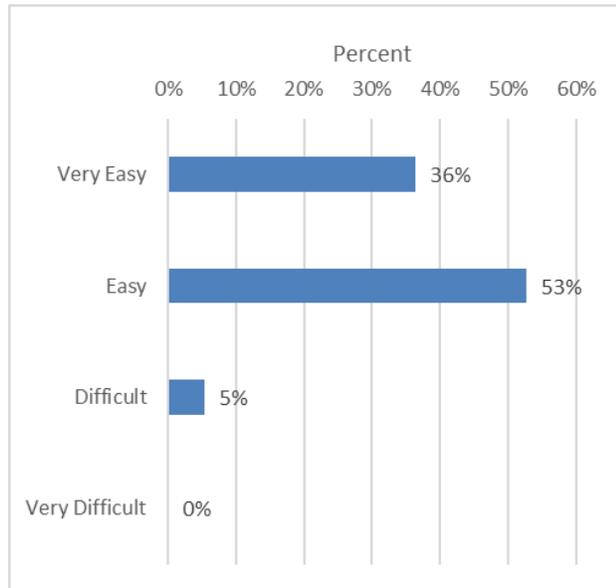
		Frequency	Percent
Valid	1 Very Easy	24	43.6
	2 Easy	27	49.1
	3 Difficult	2	3.6
	4 Very Difficult	0	0.0
	Total	53	96.4
Missing	Unanswered	2	3.6
Total		55	100.0



Respondents overwhelmingly (> 90%) indicated that both the WARNS online assessment (Q6) and the PSSO platform (Q7) were *Easy* or *Very Easy* to use. Comments from one user who indicated that WARNS administration was difficult revealed that they were not using the assessment as intended. We are working with those users to try to improve their administration experience. There were few additional comments for these questions.

Q7 How easy is it for you to use the Portal for Supporting Successful Outcomes (PSSO)?

		Frequency	Percent
Valid	1 Very Easy	20	36.4
	2 Easy	29	52.7
	3 Difficult	3	5.5
	4 Very Difficult	0	0.0
	Total	52	94.5
Missing	Unanswered	3	5.5
Total		55	100.0





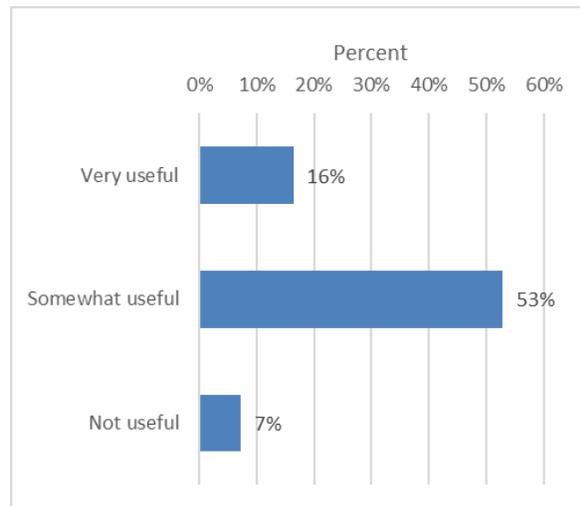
Q8 Are you discussing the WARNS results with the students you assess?

		Frequency	Percent
Valid	1 No	9	16.4
	2 Yes	43	78.2
	Total	52	94.5
Missing	Unanswered	3	5.5
Total		55	100.0

Nine organizations (17%) indicated that they were not discussing the WARNS results with the students. This is problematic, and indicates that students are not getting the full benefit of the WARNS in these schools. Moreover, it should encourage conversation with the students. Understanding why this is occurring will be important in the future.

Q9 How useful have your discussions of results with students been?

		Frequency	Percent
Valid	1 Very useful	9	16.4
	2 Somewhat useful	29	52.7
	3 Not useful	4	7.3
	Total	42	76.4
Missing	Unanswered or skipped	13	23.6
Total		55	100.0



Of those schools who are discussing the results with their students, over 90% indicated that the discussion was at least *Somewhat Useful*. Comments generally reflected this result.

Q10 Have you identified interventions for students based on the WARNS results?

		Frequency	Percent
Valid	1 Yes	35	63.6
	2 No, Please comment:	18	32.7
	Total	53	96.4
Missing	System	2	3.6
Total		55	100.0

Only about two thirds of schools indicated that they have been able to identify interventions for their students. This question produced many comments about availability of such services. *“We have few options for interventions and most are voluntary”* and *“We need a system that provides us with suggested interventions”* were two

types of comments that warrant further discussion beyond what WSU can provide. However, consideration for what can be offered at the state level should be considered.



Q11 Are there any barriers to your use of the WARNS?

		Frequency	Percent
Valid	1 Yes, please comment:	26	47.3
	2 No	28	50.9
	Total	54	98.2
Missing	Unanswered	1	1.8
Total		55	100.0

This question produced many comments. Constraints such as time and a lack of known services were mentioned, e.g. *“Community access to resources to support student needs.”* Some respondents mentioned the consent barrier, which we were able to remove in January.

Q12 Are there any accessibility features that would make administration of the WARNS easier for your organization?

		Frequency	Percent
Valid	1 Yes, please comment:	7	12.7
	2 No	44	80.0
	Total	51	92.7
Missing	Unanswered	4	7.3
Total		55	100.0

While over 86% indicated that there were no needed accessibility features, some respondents provided a few suggestions in the comments field such as *“text-to-speech”*. Interesting, the 13% reflects approximately the percentage of students with special needs in a given school population. Thus, accommodations should be considered.

Q13 Please comment on any additional features you think would be useful for the PSSO portal to have.

This open-ended comment produced only a few responses. Reiterated was the request for *“a list of interventions that districts are using based on the WARNS”* which is beyond the scope of WSU to provide.

Q14 Did you use the WARNS assessment during the fall of 2017 when written parent consent was required?

		Frequency	Percent
Valid	1 No	16	29.1
	2 Yes, please comment	38	69.1
	Total	54	98.2
Missing	Unanswered	1	1.8
Total		55	100.0

The respondents who had to deal with obtaining parent consent overwhelmingly indicated that it was difficult and time-consuming in the comment field for this question.



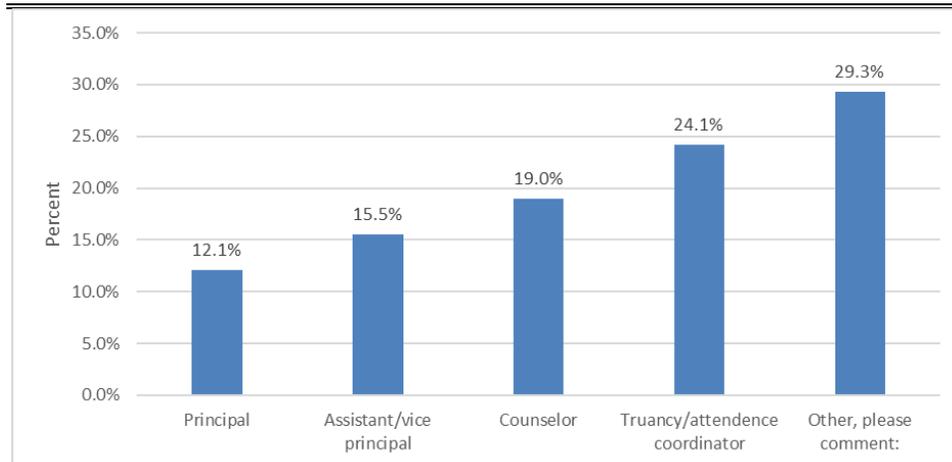
Q22 Do you think there are members of your community who would be willing to sponsor your organization's annual subscription fee for the WARNS through a tax-deductible donation?

		Frequency	Percent
Valid	1 Yes	13	23.6
	2 No	35	63.6
	Total	48	87.3
Missing	Unanswered	7	12.7
Total		55	100.0

Respondents generally commented that they were unsure about this or had not really thought about it. The WSU WARNS team is currently investigating how we can set up a sponsorship program for school districts. If we could have at least 24% of districts covered through donations, it would assist more than a quarter of our users.

Q23 Respondent's position.

	Responses		Percent of Cases
	N	Percent	
Principal	7	12.1%	12.7%
Assistant/vice principal	9	15.5%	16.4%
Counselor	11	19.0%	20.0%
Truancy/attendance coordinator	14	24.1%	25.5%
Other, please comment:	17	29.3%	30.9%
Total	58	100.0%	105.5%

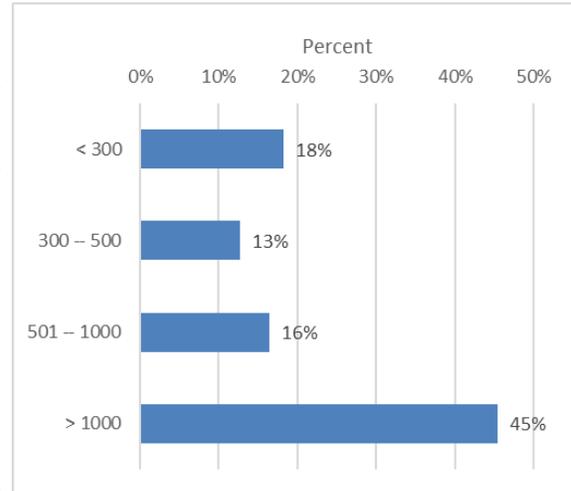


Percent of Cases adds to more than 100% because respondents were allowed to select more than one type of position. The respondents tended to be counselors and truancy coordinators. The comments field produced a wide variety of additional position titles.



Q24 What is the High School student population size of your district (grades 9 - 12)?

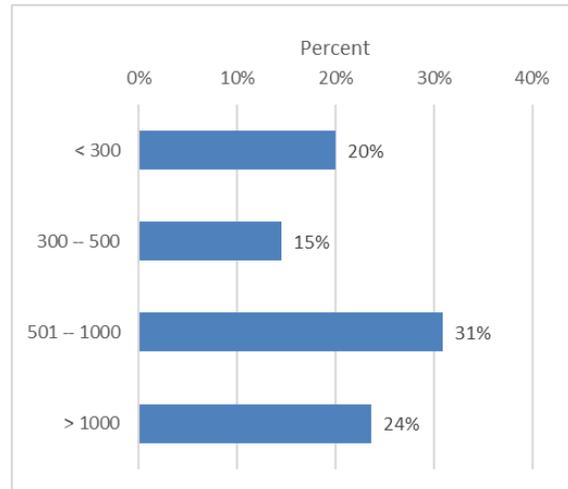
		Frequency	Percent
Valid	1 Less than 300	10	18.2
	2 300 -- 500	7	12.7
	3 501 -- 1000	9	16.4
	4 Greater than 1000	25	45.5
	5 Does not apply	3	5.5
	Total	54	98.2
Missing	Unanswered	1	1.8
	Total	55	100.0



Nearly half of our high school respondents indicated that their student population sizes are large (>1000).

Q25 What is the Middle School student population size of your district (grades 6 - 8)?

		Frequency	Percent
Valid	1 Less than 300	11	20.0
	2 300 -- 500	8	14.5
	3 501 -- 1000	17	30.9
	4 Greater than 1000	13	23.6
	5 Does not apply	5	9.1
	Total	54	98.2
Missing	Unanswered	1	1.8
	Total	55	100.0

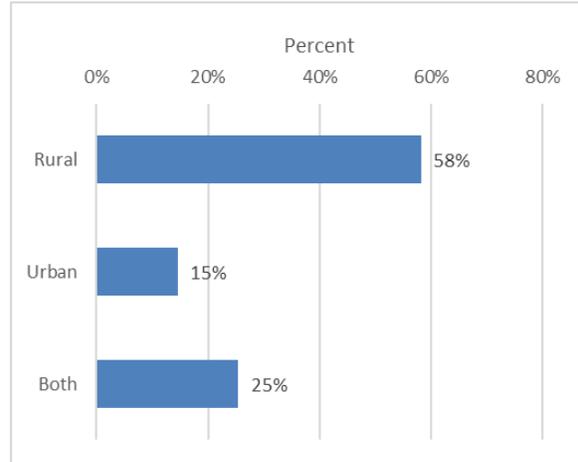


Most of the middle school users, however, indicated that their student population sizes were under 1000.



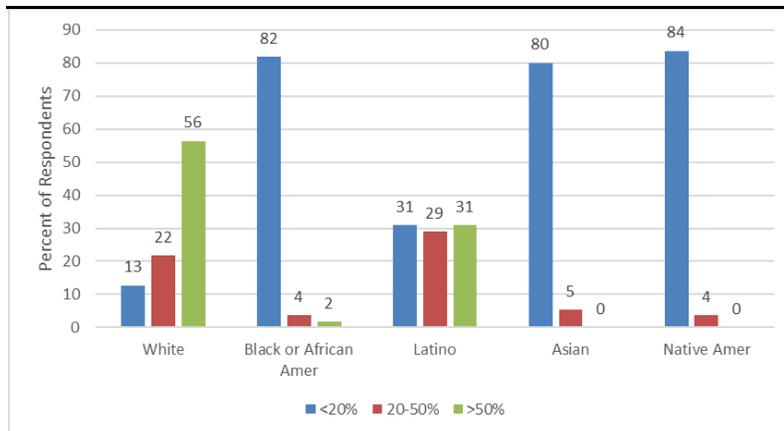
Q26 Does your district serve a rural or urban population, or both?

		Frequency	Percent
Valid	1 Rural	32	58.2
	2 Urban	8	14.5
	3 Both	14	25.5
	Total	54	98.2
Missing	Unanswered	1	1.8
Total		55	100.0



Q27 Race/ethnicity proportions of the student population

Proportion	White	Black or African Amer.	Latino	Asian	Native Amer.
<20%	12.7	81.8	30.9	80.0	83.6
20-50%	21.8	3.6	29.1	5.5	3.6
>50%	56.4	1.8	30.9	0.0	0.0



Respondents reported race/ethnicity proportions for their schools. To illustrate, the three columns of the figure for White students indicate that 13% of respondents reported less than 20% of their student population was White, 22% of respondents reported 20-50% of their student population was White, and 56% of respondents reported that more than 50% of their student population was White.



Q28 May we contact you if we have any follow-up questions about your responses to this survey

		Frequency	Percent
Valid	1 Yes	45	81.8
	2 No	9	16.4
	Total	54	98.2
Missing	Unanswered	1	1.8
Total		55	100.0

Q33 Thank you for taking the time to respond. If you have any other comments you would like to include, you may leave them in the box below.

The final open-ended comment field only produced nine responses. Appreciation for the removal of the parent consent requirement was repeated along with a variety of additional general comments such as student honesty, serving and understanding the students, and appreciation for the WARNS/PSSO system.

4.

Instruments

This section provides the text of the User Survey as programmed in the Qualtrics system. After the text of the instrument, the contact emails are also provided.

Web Survey

Start of Block: Intro

Thank you for accessing the WARNS user survey! Your responses are very important for helping WSU respond to the needs of school districts and other youth services providers who are addressing the truancy problem in our state. The information you provide will help us understand how to improve the delivery and accessibility of the WARNS assessments. This survey should take less than 10 minutes to answer. Your responses will be kept confidential and no identifying information will be included with our results. Thanks again!

End of Block: Intro

Start of Block: Users

Q2 Approximately how many assessments have been completed at your organization? (Please respond in terms of your organization as a whole, whether a district, school, or other agency.)

- Less than 100 (1)
- 101 to 300 (2)
- 301 to 500 (3)
- More than 500 (4)

Q3 What is the most common point in the truancy process at which a student is given the WARNS?

- After 1 or 2 unexcused absences (1)
- After 3, 4, or 5 unexcused absences (2)
- After 6 or more unexcused absences (3)
- Varies too much to determine (4)
- After a petition is filed (5)

Q4 Who in your organization is administering the WARNS? (Please select all that apply)

- Principal (1)
 - Assistant/vice principal (2)
 - Counselor (3)
 - Truancy/attendance coordinator (4)
 - Other, please comment: (5)
-

Q4_5 Have the individuals administering the WARNS in your district received any training on it?

- Yes (1)
- No (2)

Q5 Are you using the WARNS for high school students, middle school students, or both?

- High School students (1)
- Middle School students (2)
- Both High School and Middle School students (3)

Q6 How easy is it for you to assess a student using the online WARNS instrument?

- Very Easy (1)
- Easy (2)
- Difficult (3)
- Very Difficult (4)

Q6_text Please comment on any difficulties.

Q7 How easy is it for you to use the Portal for Supporting Successful Outcomes (PSSO)?

- Very Easy (1)
- Easy (2)
- Difficult (3)
- Very Difficult (4)

Q7_Text Please comment on any difficulties.

Q8 Are you discussing the WARNS results with the students you assess?

- No (1)
- Yes (2)

Display This Question:

If Q8 = Yes

Q9 How useful have your discussions of results with students been?

- Very useful (1)
- Somewhat useful (2)
- Not useful (3)

Q9_Text Comments:

Q10 Have you identified interventions for students based on the WARNS results?

- Yes (1)
- No, Please comment: (2)
-

Q11 Are there any barriers to your use of the WARNS?

- Yes, please comment: (1)
-
- No (2)

Q12 Are there any accessibility features that would make administration of the WARNS easier for your organization (e.g. "text-to-voice")?

- Yes, please comment: (1)
-
- No (2)

Q13 Please comment on any additional features you think would be useful for the PSSO portal to have.

Q14 Did you use the WARNS assessment during the fall of 2017 when written parent consent was required?

- No (1)
- Yes. please comment on how easy or difficult it was to obtain parent consent (2)
-

End of Block: Users

Start of Block: Demographics

Q22 Do you think there are members of your community who would be willing to sponsor your organization's annual subscription fee for the WARNS through a tax deductible donation?

Yes (1)

No (2)

Q22_Text Please comment:

Q23 What is your position at your school or district? (please select all that apply)

Principal (1)

Assistant/vice principal (2)

Counselor (3)

Truancy/attendance coordinator (4)

Other, please comment: (5)

Q24 What is the High School student population size of your district (i.e. students in grades 9 - 12)?

Less than 300 (1)

300 -- 500 (2)

501 -- 1000 (3)

Greater than 1000 (4)

Does not apply (5)

Q25 What is the Middle School student population size of your district (i.e. students in grades 6 - 8)?

- Less than 300 (1)
- 300 -- 500 (2)
- 501 -- 1000 (3)
- Greater than 1000 (4)
- Does not apply (5)

Q26 Does your district serve a rural or urban population, or both?

- Rural (1)
- Urban (2)
- Both (3)

Q27 What are the approximate student race/ethnicity proportions within your district?

		20-50% (2)	>50% (3)
White (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Black or African American (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Latino (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asian (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Native American (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q28 May we contact you if we have any follow-up questions about your responses to this survey

- Yes (1)
- No (2)

Display This Question:

If Q28 = Yes

Q29 Please give us your name and email (this contact information will be kept confidential and separate from your responses.)

- Name: (1) _____
- Email: (2) _____

Q33 Thank you for taking the time to respond. If you have any other comments you would like to include, you may leave them in the box below.

End of Block: Demgraphics

Contact Emails

Initial Contact



Dear <FIRSTNAME>,

I am writing to ask about your school district's experience using the *Washington Assessment of the Risks and Needs of Students* (WARNS). As a subscriber to WARNS, your feedback about its ease of use and how it is helping you meet state mandates on truancy will be critical in helping us improve the system and reduce costs for stakeholders such as yourself.

The survey should take less than 10 minutes to complete. Specifically, we are interested in how easy it has been to administer the assessment and use the PSSO user and data management system. We are also interested in factors that impact the accessibility of the WARNS for students as well as any barriers to use that you may be experiencing.

Your time responding will be greatly appreciated. To take the survey, please click on the following link or copy it into your web browser:

https://wsu.co1.qualtrics.com/jfe/form/SV_5bWR5hof4LKxaJv

Your responses will remain strictly confidential and are entirely voluntary. Any question that you do not wish to answer can be skipped.

This survey is being conducted by Dr. Brian French and Bruce Austin from the Learning & Performance Research Center at Washington State University which administers the WARNS/PSSO system.

If you have any questions, please feel free to call or email. Thank you for your time.

Bruce

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For information on WSU WARNS visit: <https://warns.wsu.edu/>

Second Contact



Dear <FIRSTNAME>,

Two weeks ago I contacted you about the WARNS User Survey that asks about your school district's experience using the *Washington Assessment of the Risks and Needs of Students* (WARNS). If you have already completed the survey, we thank you. If you have not yet had a chance to complete it, we would like to ask you to consider doing the survey before our data collection ends.

As a subscriber to WARNS, your feedback will be critical in helping us improve the system and reduce costs for stakeholders such as yourself.

The survey should take less than 10 minutes to complete. Specifically, we are interested in how easy it has been to administer the assessment and use the PSSO user and data management system.

Your time responding will be greatly appreciated. To take the survey, please click on the following link or copy it into your web browser:

https://wsu.co1.qualtrics.com/jfe/form/SV_5bWR5hof4LKxaJv

Your responses will remain strictly confidential and are entirely voluntary. Any question that you do not wish to answer can be skipped.

This survey is being conducted by Dr. Brian French and Bruce Austin from the Learning & Performance Research Center at Washington State University which administers the WARNS/PSSO system.

If you have any questions, please feel free to call or email. Thank you for your time.

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Third and Final Contact



Dear <FIRSTNAME>,

This is our final reminder to ask about completing the WARNS User Survey before closing our data collection period on Friday. If you have already completed the survey, we thank you! If you have not yet had a chance to complete it, please consider doing so.

We consider every subscriber's information to be critical in helping us improve WARNS and reduce costs for stakeholders such as yourself.

The survey should take less than 10 minutes to complete and can be accessed at the link below. Your time responding will be greatly appreciated.

https://wsu.co1.qualtrics.com/jfe/form/SV_5bWR5hof4LKxaJv

Your responses will remain strictly confidential and are entirely voluntary. Any question that you do not wish to answer can be skipped.

Please feel free to call or email if you have any questions.

Thank you!
Bruce

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5.

Credits

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Appendix

All open-ended remarks are provided below with the question number and case ID. The case ID allows remarks to be match to responses in the dataset. The remarks are sorted by question number and case ID.

ID	Question	Comment
4	Q04_5	secretary who has access
7	Q04_5	school social worker
11	Q04_5	Juvenile court probation/truancy staff
13	Q04_5	Dean
16	Q04_5	Success Coordinators and approved staff by Administrators
19	Q04_5	School Psychologist
25	Q04_5	social worker
26	Q04_5	Juvenile Probation Officer
28	Q04_5	Graduation Specialist
30	Q04_5	ISS Coordinator
33	Q04_5	School Social Worker, Dean of Students
38	Q04_5	Education Advocate
50	Q04_5	Stduent Support Advocate
51	Q04_5	Administrative assistant
53	Q04_5	Juevenile Probation Counselors
8	Q06	We have been using the paper version and determining if we need to enter it into the computer because of time. Also, we do not have online access at many of our schools. we are not district staff.
22	Q06	The most cumbersome part is the initial log in for students
23	Q06	Not enough detail. We already know all of this information about our students prior to them reaching this point. I have a lot of concerns with how some of the questions are framed. These concerns have been communicated previously over the phone and at conferences. One example is the fact that the survey still refers to "mother and father." Yes, it is easy to assess a student, however it is a complete hoop to jump through and does not provide us needed data. Another huge concern is the fact that there are not suggested outcomes or agencies to connect these youth/families with. Once again, educators have been tasked with one more thing we must do that actually keeps us from working with and helping kids.
32	Q06	Student not being present often enough to administer test.
55	Q06	Student not being proficient enough to take the test with fidelity.
		Have not administered it yet, in process of using the assessment



ID	Question	Comment
8	Q07	We do not use it regularly would be our main difficulty because we have to enter paper warns data in after the fact.
14	Q07	The interface took some getting used to but now I can navigate quickly. The text is a bit small and the clickable locations a bit crowded.
28	Q07	The only part that is difficult is having to go to 2 different sites
55	Q07	Have not used Warns yet, in the process of using the assessment. It help the school narrow in on the areas of concern, however it take a commitment from the students and parent to make the change in the behavior or area's of concern.
5	Q09	We cant always get a child to school, such as one who is struggling with depression or anxiety. We can recommend further treatment but it doesn't always result in better in attendance.
7	Q09	It has been useful when a student notes that they have a medical condition or are caring for someone during the school day.
16	Q09	It is hard to gauge how honest students are being when they answer the assessment questions. Many student results are coming back low risk in all categories
22	Q09	It helps staff have a better understanding of students. We are able to address their needs and barriers and give support in areas that we can
30	Q09	We tend to have good relationships with our students and know the information that comes out in the WARNS. We need more support and resources to meet the extreme needs of many of these students.
32	Q09	There are always students who are apathetic towards their situation.
53	Q09	We meet with the student and the parent to have a feedback session before we send our final written report to the school.
3	Q10_2	We have, but feel like the WARNS should include a listing of specific interventions for each area where the students score high for at-risk.
10	Q10_2	Low risk
11	Q10_2	sometimes....depends on the youth...the WARNS starts the conversation re possible interventions, etc.
12	Q10_2	We have few options for interventions and most are voluntary. WARNS results are shared with their counselor with the consent of the student and I have minimal info of the follow up at that point.
23	Q10_2	We need a system that provides us with "suggested interventions" as well as agencies who the youth and family should work with.
24	Q10_2	I suggest community resources, but we don't have specific interventions at our school
27	Q10_2	We have only administered this to one student so it is too soon to know if the interventions will be successful.
30	Q10_2	Some, but many of the resources needed are not easily accessible in a small, rural community.



ID	Question	Comment
43	Q10_2	Student has already had all interventions available from school and juvenile court. WARNS given prior to court appearance.
46	Q10_2	Most assessments didn't warrant interventions
53	Q10_2	Yes-ish, we find that the WARNS alone is insufficient
55	Q10_2	Have not used Warns yet, in the process of using the assessment.
3	Q11_1	As previously stated, a list of research-based interventions for each category would be outstanding.
4	Q11_1	some school staff question the necessity of the WARNS
5	Q11_1	The student must be at school, willing to be honest, and the time of our staff.
6	Q11_1	Parent consent was a barrier initially
7	Q11_1	There are specific barriers to administering the WARNS in the virtual environment.
8	Q11_1	Initially our barrier was getting students and parents to sign the consent. We are hoping we can now use more WARNS following the update on the consent.
10	Q11_1	students are not present
11	Q11_1	hard copies of both HS & middle school WARNS are helpful, when wi-fi and/or computers are not available. I do not have hard copies of MS WARNS, but do for the HS...thanks!!
14	Q11_1	Some students do not take it seriously. However, most do. Also, some parents are apprehensive about it. (We continue to consult with parents before using the WARNS)
16	Q11_1	There was a barrier when parental consent was required but that has since been removed. Thank you so much!
19	Q11_1	Parent and student approval
20	Q11_1	Getting agreement from student or family
21	Q11_1	Time
23	Q11_1	Time... And the fact that it is not helping in this process other than the fact that we can check the box on truancy paperwork.
27	Q11_1	Often the truant students aren't at school when they have been asked to take the WARNS
28	Q11_1	Students who refuse to participate or answer untruthfully
30	Q11_1	Community access to resources to support student needs. Family commitment to supporting their student.
31	Q11_1	More questions ask about family/environmental issue such personal, homeless, house to house, ect.
38	Q11_1	Hard to access computer in my Home Visits with students.
40	Q11_1	log in
47	Q11_1	Having time to follow through with survey
48	Q11_1	Time
51	Q11_1	students not attending school to give the WARNS



ID	Question	Comment
53	Q11_1	the 2 month snapshot is too narrow on its own. We complete a motivational interview to build rapport and learn more about the youth and family, including review of collateral information.
55	Q11_1	We had many changes this school year that has caused delays in implementing the use of WARNS. But we plan on using the assessment soon.
3	Q12_1	email feature to email results to another building user.
4	Q12_1	text-to-voice
8	Q12_1	text to voice would be good, if we had a tablet.
14	Q12_1	To date there has not been a need to use additional features.
16	Q12_1	translated version particularly to Spanish and Arabic
33	Q12_1	text-to-speech would be helpful
2	Q13	Have found it to be easy and great to then talk to the student about
3	Q13	Links to research-based interventions.
12	Q13	Unsure at this time.
14	Q13	A list of interventions that districts are using based on the WARNS.
18	Q13	None at this time.
19	Q13	We are still learning how to use the assessment so have no additional input.
22	Q13	We have not seen any results on LGBT youth????
31	Q13	I would like for individual students be red flag on risk factors as a result. For example, I am able to see that a student maybe at risk for using drugs or homeless. Then I am able to further look at the questions if student was flagged in such areas.
33	Q13	N/A
55	Q13	Unable to comment as we don't have enough experience with the system at this time.
1	Q14_2	It was not a problem.
2	Q14_2	At times it was really hard to find and get he parent to sign
3	Q14_2	Takes some doing with some kids.
4	Q14_2	most parents were willing to consent after the WARNS was explained to them
5	Q14_2	It was tricky
6	Q14_2	Difficult and time consuming
7	Q14_2	It was difficult. Especially in the virtual environment.
8	Q14_2	It is difficult to get the parent consent.
11	Q14_2	super difficult! It held up the process!
12	Q14_2	Hit and miss. very easy for some, not so easy for others.
13	Q14_2	Very difficult to get the forms signed by parents, mainly because parents were not reachable.
14	Q14_2	It was a bit difficult but without parent/family involvement positively impacting attendance is challenging. We always include an attendance contract / parent meeting within our truancy process. We get parent consent at this meeting.
16	Q14_2	very difficult



ID	Question	Comment
17	Q14_2	It was super hard to get parent consent for most of the students that we needed to administer the WARNS on.
18	Q14_2	It was nice for schools to not have to manually collect this type of information.
20	Q14_2	Difficult to obtain consent
21	Q14_2	Difficult
22	Q14_2	We pass the consent out with our enrollment paperwork
24	Q14_2	parents that attended meetings were willing to sign
25	Q14_2	It has been overall difficult to obtain parent consent.
26	Q14_2	Parents were more than willing to sign off on the use of the WARNS assessment.
28	Q14_2	If student refused the parent didn't give consent
32	Q14_2	Not an issue.
36	Q14_2	Not easy to obtain for all students
38	Q14_2	Was not employed in this position at that time.
45	Q14_2	Not very easy at all
47	Q14_2	It was not that hard. Only a limited sample size however
50	Q14_2	it is harder to get parents consent.
51	Q14_2	Parent consent made it more difficult to meet with parent to get consent.
52	Q14_2	It was not difficult to obtain parent consent.
53	Q14_2	This is often the hang up to responding quickly
54	Q14_2	Very difficult
1	Q22	We ask our community a lot already.
2	Q22	we do very few and the school is good on covering the cost
3	Q22	Perhaps if our ESD applied for a grant for this, otherwise we'll just pay for the subscription.
6	Q22	And I think that the fee should vary based on District size. It is too expensive for our small district
8	Q22	It is possible, we do have some foundations that may support it.
11	Q22	not sure, but it's a good idea worth exploring!
12	Q22	Unsure on this one, however our community is usually supportive.
13	Q22	I have not thought of that, but it is possible if you make it tax deductible maybe we can then add middle school.
14	Q22	Yes, possibly. This has never crossed my mind.
16	Q22	I am not sure, that would be something I would have to speak to my director about
19	Q22	Haven't reached out to community regarding this since it is not a large expense for a district our size.
23	Q22	I would not ask my community to support something that is not directly impacting students in a positive manner.
24	Q22	poverty
27	Q22	unsure
29	Q22	Don't really know



ID	Question	Comment
35	Q22	Really unsure if this is a possibility.
38	Q22	Unknown
43	Q22	Possibly Island County or Big Brothers/Big Sisters.
50	Q22	I don't know about that
51	Q22	Not sure, maybe if the organization was able to access for their clients as well.
52	Q22	I am not sure - I would have to forward this question to the Assistant Superintendent.
55	Q22	Unsure at this time as we are in small rural community with limited resources and high number of families living at lower levels income.
1	Q23_5	Executive Director of Attendance
5	Q23_5	Executive Assistant for Special Services and Intervention
7	Q23_5	school social worker
11	Q23_5	I work for Juvenile court as a JPC and Truancy coordinator.
13	Q23_5	District Attendance Support Specialist
17	Q23_5	Federal Programs Director/Truancy Board Liaison
20	Q23_5	Director
26	Q23_5	Cowlitz County Youth Services
27	Q23_5	Director of Student Services
29	Q23_5	District Assessment Coordinator
33	Q23_5	Director of School Services
38	Q23_5	Education Advocate
39	Q23_5	Whole Child Director
43	Q23_5	Dean of Students
52	Q23_5	Instructional Services Secretary
53	Q23_5	Juvenile Court Services Administrator
54	Q23_5	District Director of Student Services,
12	Q33	Removing the parent permission was a very good move allowing us to do our job easier. I still have the student sign consent as I think that is important. I have concerns about the validity of the drug/alcohol risk section. I believe that when the school is conducting this survey, they feel that they will be in trouble if they are honest here. I work really hard to explain the purpose, intent, and that it is a waste of time if they give false information, however with valid responses, we might find ways to help make their school experience better. Almost every student I have given the survey scores LOW risk and a score of 0 here. In some cases I know for a fact that this is not accurate information.
14	Q33	Thank you for your efforts in creating and managing the WARNS. Making the change away from prior parent consent was helpful and took down an additional barrier.
15	Q33	Thanks



ID	Question	Comment
22	Q33	<p>Our staff utilize the results to better understand and serve out student population; Drop Out Re-engagement</p> <p>We appreciate the assessment!</p> <p>My answers were not intended to be taken negatively. However you asked for feedback and I wanted to be as honest and transparent as possible. You are welcome to follow up with me as I would be more then willing to help offer suggestions for improvements. My focus is how can we create, implement and utilize SYSTEMS with our STUDENTS best interest FIRST. The challenges of todays educators are far more then people outside of a school building could ever imagine. With that being said I am even more driven and passionate to serve the students in my building. While doing that I am hoping that more "systems" are not placed on the adults in the buildings.</p>
23	Q33	<p>Lastly, regarding your survey. I realize you wanted feedback on how the portal works, however it was my opportunity to share the bigger picture with you.</p> <p>We use the WARNS to assess students that may have barriers preventing them to succeed academically. After giving the WARNS we give students resources such as wrap-around services, referrals to outside community agencies to assist families.</p> <p>I wish that the cost of the WARNS would not deter other school district from participating. I understand the reason for the cost.</p>
31	Q33	<p>Thank you for all the support given to school administrators.</p>
51	Q33	<p>You all are doing a wonderful job moving this tool forward. Thank you!</p>
53	Q33	<p>We plan on using the WARNS assessment after Spring Break, we return to school April 9th. We will begin using the system that week.</p>
55	Q33	

