

Washington State University

# The 2020 WARNS User Survey

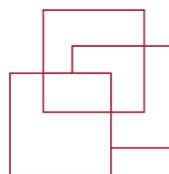
April 2020

Bruce W. Austin, MS, MA, Research Associate

Brian F. French, Ph.D., Director

Thao T. Vo, MA, Graduate Research Assistant

The Learning and Performance Research Center



**L P R C**

Learning and Performance Research Center

P.O. Box 2136 | Washington State University | Pullman, WA 99164-2136

Telephone: (509) 335-8584

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Please visit our website at [WARNS.WSU.EDU](http://WARNS.WSU.EDU) for additional information.

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# Executive Summary

- Title:** 2020 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 truancy and chronic absenteeism in Washington state. Updated from the 2018 User Survey, responses from the 2020 panel will help the team assess changes made to the system since 2018 and to further our understanding of changes to user needs in delivery and accessibility of the WARNS assessment and PSSO user and data management portal.
- Methods:** On February 10, 2020, a 41 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. All 755 users from our 242 subscribing schools and youth service organizations were contacted to complete the survey. The survey closed on March 25, 2020.
- Results:** A total of 154 users responded to the survey for a 21% response rate. The results of the survey were largely positive, with responses generally emphasizing the ease-of-use of the WARNS/PSSO online system. Primary concerns continue to be the lack of community resources available to organizations for responding to the root causes of absenteeism, identified by the WARNS assessment, as well as the lack of time and staffing for working with students on these issues.
- Dates:** February 10 to March 25, 2020
- Contact:** Brian F. French and Bruce W. Austin  
The Learning & Performance Research Center  
Washington State University  
PO Box 642136  
Pullman, WA 99164-2136

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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.

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## Survey and Report Authorship

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**Bruce W. Austin**, Research Associate

**Thao T. Vo**, Graduate Research Assistant

**Dr. Brian F. French**, Professor and LPRC Director

# 1.

## Administration

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### Background

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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 early 2020 over 100 school districts, juvenile courts, and other youth service providers had purchased subscriptions to the high school and middle school assessments for use in 242 individual schools or organizations. During the two year period between the implementation of the 2018 and 2020 User surveys, a total of 755 users had been active in the WARNS/PSSO system.

Subsequent to the 2018 User Survey, we developed and implemented a Spanish language translation of the Middle School assessment, a set of four training videos, and made minor wording updates to the instrument. The Spanish version of the middle school WARNS was integrated within the existing online instrument in an effort to maximize ease-of-use and availability for our users. The new training videos appear on our [WARNS.wsu.edu](https://www.warнс.wsu.edu) information website and were designed for both existing users to refresh their knowledge of the system as well as a marketing tool to show prospective subscribers how easy the system is to use. We also began development of a Computer Adaptive Test (CAT) version of the high school WARNS. All of these efforts were in response to feedback obtained from the 2018 survey, the 2018 and 2019 Becca conferences, and our phone trainings for new subscribers.

In addition to assessing changes to the WARNS/PSSO system, feedback from users and stakeholders revealed the need to gather additional information about how our subscribers use WARNS to develop intervention plans and what resources are available in their communities. By January of 2020, an updated User Survey was completed and the online instrument was released in February to begin data collection.

One important note should be made regarding the assessment of the impact of school and business closures in March of 2020 due to Covid-19 infections in Washington state. Because the User Survey was written and implemented prior to the most serious impact of the

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virus, we chose to implement a follow-up Covid-19 Impact survey. The results of the April 2020 Covid-19 Impact survey are available on the [WARNS.wsu.edu](https://warns.wsu.edu) website.

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## Objectives

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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. We also sought to assess changes and updates to the WARNS/PSSO system as well as gather additional information about intervention planning and community resources. 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 our user population.
2. Where in the truancy process is the WARNS given.
3. Difficulties and barriers to performing the assessment.
4. Ease of use of the online WARNS system and PSSO platform.
5. Recommendations for improved accessibility and use.
6. Training of WARNS administrators and use of the online videos.
7. Use of the Spanish translation of the high school instrument.
8. Use of WARNS for intervention planning.
9. Availability of community resources for interventions.
10. Organization demographics.

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## Population

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The population for the survey consisted of the 755 users who had been active in the WSU WARNS/PSSO system since the completion of the 2018 User Survey. All of the organizations are located in the state of Washington and consist of school districts and youth service providers. The vast majority of our users (96.6%) work for school districts while the remainder work for courts and youth service providers.

# 2.

## Implementation

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### Contacts

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The LPRC sent an email to all users on February 10, 2020, 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. A final contact was sent to non-respondents on March 12.

<b>Contact Sequence</b>	<b>Date</b>
Invitation email	2/10/2020
Final email reminder	3/12/2020

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### Data Security and Handling

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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.

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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.

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## Online Instrument

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The User Survey was programmed in the WSU Qualtrics survey system. 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 30<sup>th</sup> access to the online instrument was closed and the responses were downloaded to LPRC College of Education secured servers.

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

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## Response Rate

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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 171 survey responses. Of these, 16 had not responded past the third question and were eliminated providing us with a total of 155 useable cases.

The final response rate for the User Survey was: 21%.

# 3.

## Results

### Summary of Assessment Data

Since the inception of the WARNS/PSSO system on August 15, 2017, nearly 8000 high school and middle school assessments have been performed across 242 individual schools or organizations by over 100 subscribing districts and youth service providers. Over the same period, nearly 500 students were assessed a second time. Figure 1 shows the number of assessments completed by the number of high schools while Figure 2 shows middle schools. For example, the first column of Figure 1 shows that 29 high schools completed only one assessment since subscribing. Many of these are likely new subscribers. The far right column of Figure 1 shows that one high school completed 666 assessments.

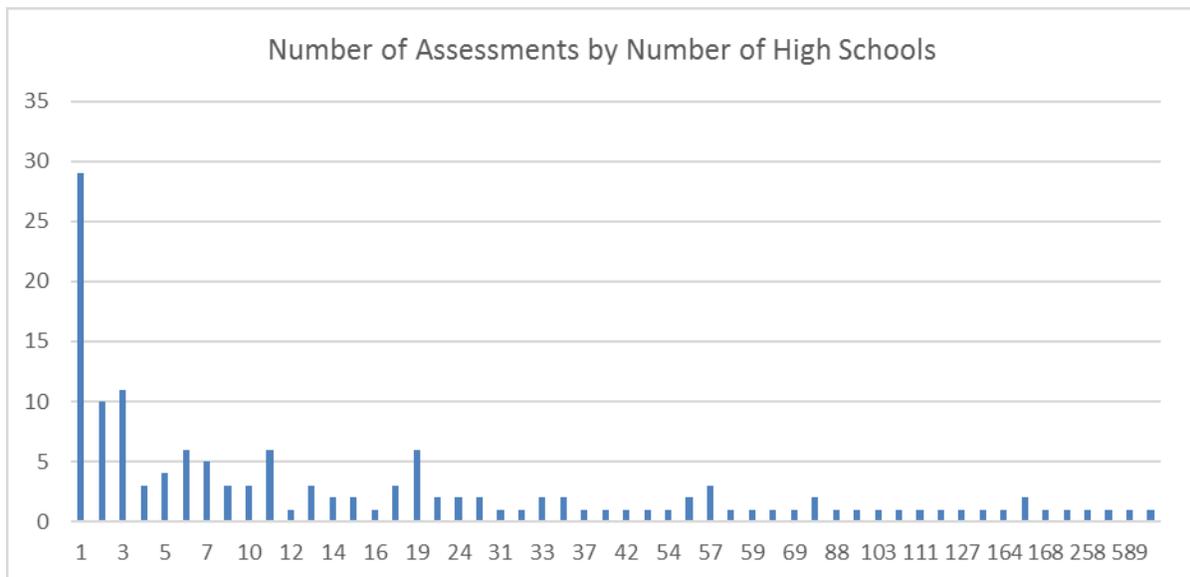


Figure 1. Number of completed assessments by the number of high schools in the state of Washington.

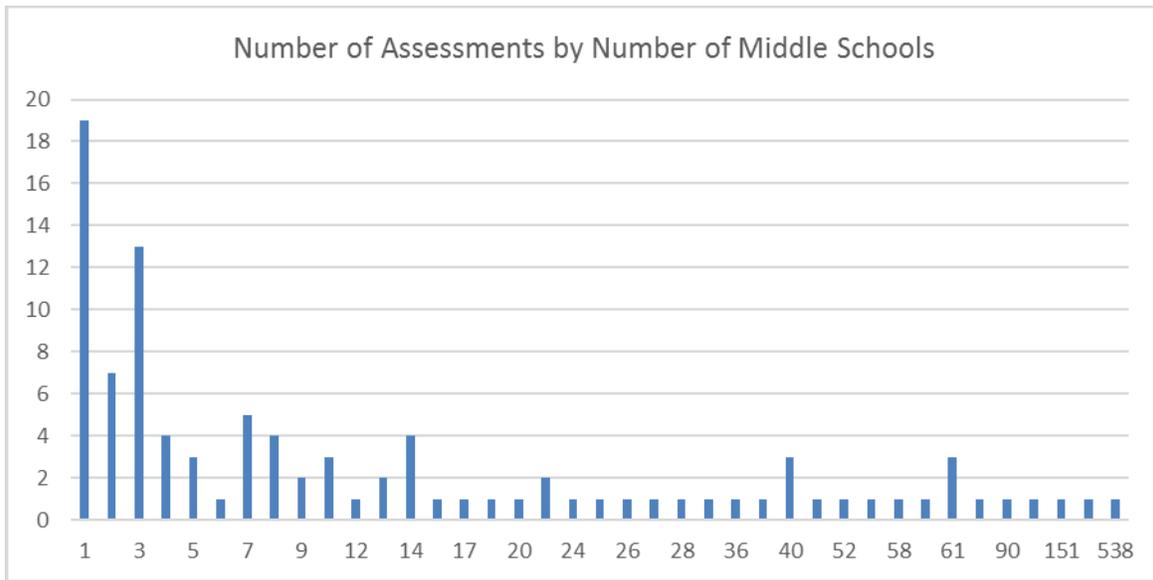


Figure 2. Number of completed assessments by the number of middle schools in the state of Washington.

Table 1 summarizes the information in the figures. **Since the inception of the WARNS/PSSO system, we have completed nearly 8000 assessments in the state of Washington.** An additional 311 assessments were completed by the school in Georgia under the old WSU REDCap WARNS system during the 2017-2018 school year and are not included in the figures and table.

Table 1

Summary Statistics for Completed Assessments by School Type in Washington State.

	Number of Schools	Completed Assessments				Total
		Mean	Median	Minimum	Maximum	
High Schools	143	39	10	1	666	5635
Middle Schools	99	24	7	1	538	2356

## Survey Responses

The survey responses are reported by individual survey question in the order in which they appear in the instrument. 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 state resources, we will do the best we can to attend to comments where adjustments to the system are possible.

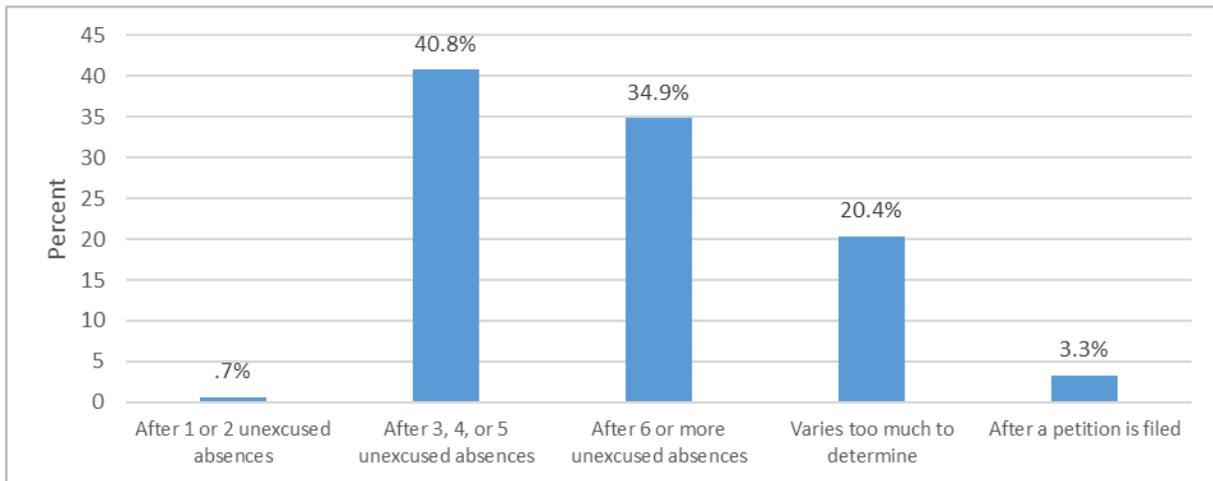
**Q1 Approximately how many assessments have you personally completed?**

	Frequency	Percent
1 Less than 100	126	77.3%
2 101 to 300	8	4.9%
3 301 to 500	0	0.0%
4 More than 500	0	0.0%
5 None	29	17.8%
Total	163	100.0%

Most individual users have completed fewer than 100 assessments. A closer look at the actual dataset from PSSO showed an average of 39 completed assessments per high school and 24 completed per middle school. There was a maximum of 666 assessments at one high school and 538 at one middle school. Seventy-three schools have reassessed an average of seven students at least one time.

**Q2 What is the most common point in the truancy process at which a student is given the WARNS?**

	Frequency	Percent
1 After 1 or 2 unexcused absences	1	0.7%
2 After 3, 4, or 5 unexcused absences	62	40.8%
3 After 6 or more unexcused absences	53	34.9%
4 Varies too much to determine	31	20.4%
5 After a petition is filed	5	3.3%
<b>Total</b>	<b>152</b>	<b>100.0%</b>

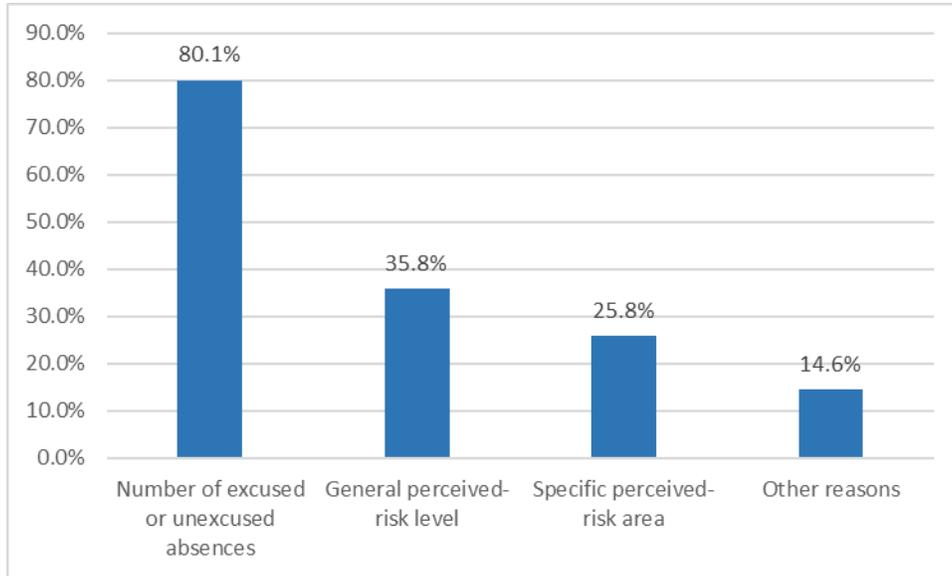


There is a range of application of the assessment during the truancy process with over half of schools providing the assessment after 5 unexcused absences.



**Q3 What other factors determine whether students take the WARNS? (please select all that apply)**

	Count	Percent of Cases
1 Number of excused or unexcused absences	121	80.10%
2 General perceived-risk level	54	35.80%
3 Specific perceived-risk area (e.g., aggression, substance abuse, etc.)	39	25.80%
4 Other reasons, please specify	22	14.60%
Total	236	156.30%

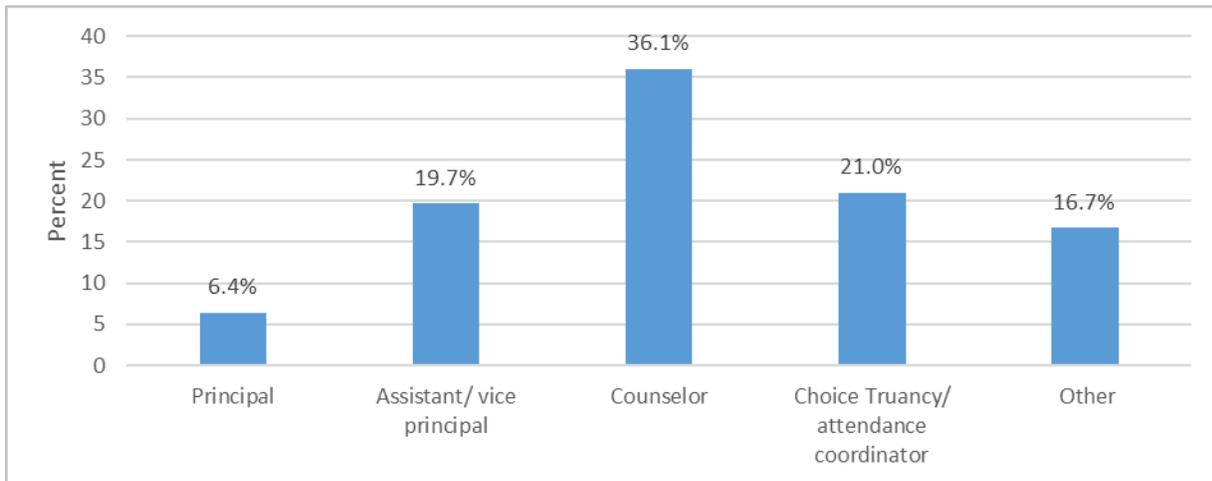


*Percent of Cases* adds to more than 100% because respondents were allowed to select more than one type of factor. While the number of school excused and unexcused absences is the most common factor determining whether or not students take the WARNS, administrators’ general perceived risk-level is the second largest factor, followed by specific-risk areas. “Other reasons” in the comments included referrals, preparation for Truancy Board or Truancy Court, and general concerns from teaching or support staff in the schools.



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

	Count	Percent of Cases
1 Principal	15	9.7%
2 Assistant/vice principal	46	29.9%
3 Counselor	84	54.5%
4 Truancy/attendance coordinator	49	31.8%
5 Other, please comment	39	25.3%
<b>Total</b>	<b>233</b>	<b>151.3%</b>



*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” including school psychologists, intervention specialists, social workers, and student support advocates.

**Q5 Have any individuals in your district used the training videos now available at our information website [WARNS.wsu.edu](http://WARNS.wsu.edu)?**

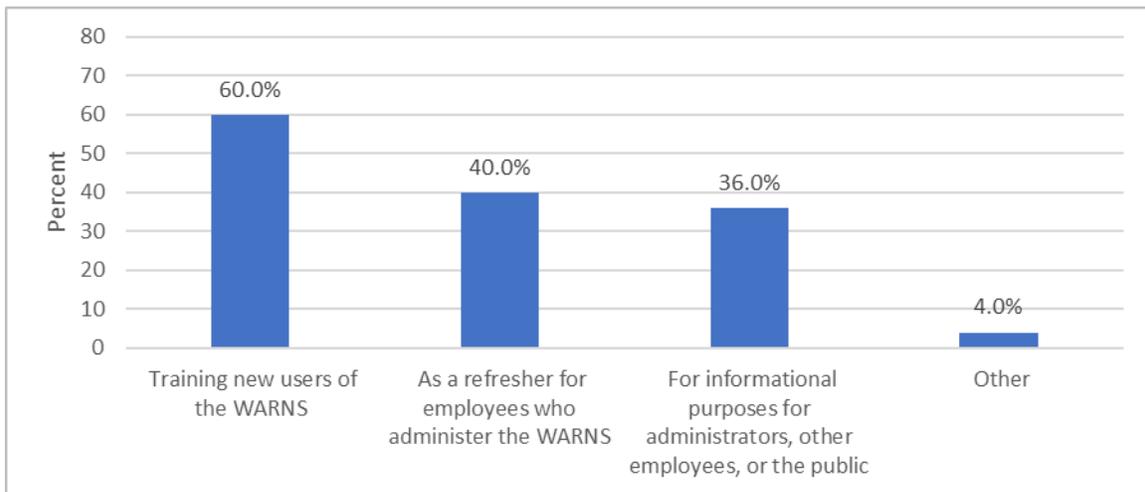
	Frequency	Percent
1 Yes	25	16.2%
2 No	43	27.9%
3 Don't know	86	55.8%
<b>Total</b>	<b>154</b>	<b>100.0%</b>

All Primary Users received the 30 minute phone training in addition to training offered in the WARNS, PSSO User Manuals, and newly added online training videos. While it is the responsibility of the Primary User at each organization to train their individual users, we developed a series of training videos to address this burden for school staff. The training videos

provide new users with the opportunity to learn the WARNS/PSSO system on their own. In addition, it has allowed staff members to refresh their training, which has been especially useful for staff who do not use the system often.

**Q6 How have you made use of the training videos? (please check all that apply)**

	Frequency	Percent of cases
1 Training new users of the WARNS	15	60.0%
2 As a refresher for employees who administer the WARNS	10	40.0%
3 For informational purposes for administrators, other employees, or the public	9	36.0%
4 Other	1	4.0%
<b>Total</b>	<b>35</b>	<b>140.0%</b>

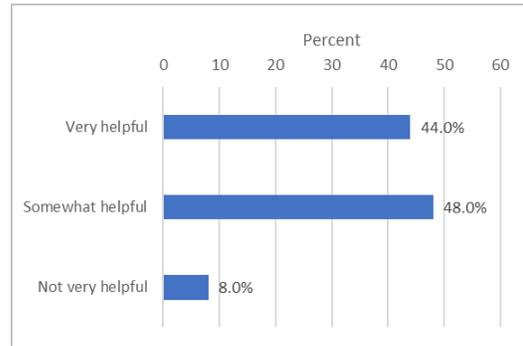


Those who have accessed the training videos have primarily used them to train new users on the WARNS and PSSO systems.



**Q7 How helpful have the training videos been for those who have used them?**

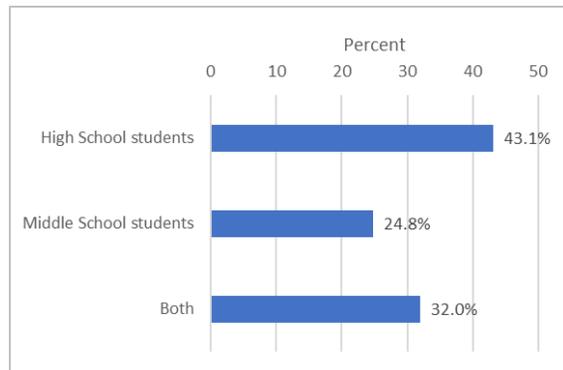
	Frequency	Percent
1 Very helpful	11	44.0%
2 Somewhat helpful	12	48.0%
3 Not very helpful	2	8.0%
Total	25	100.0%



More than 80% of those who have used the training videos have found the resource somewhat to very helpful.

**Q8 Are you using the WARNS for high school students, middle school students, or both?**

	Frequency	Percent
1 High School	55	43.1%
2 Middle School	38	24.8%
3 Both	49	32.0%
Total	153	100.0%



About a third of users report using both the high school and middle school assessments, while the remaining two-thirds make use of either the high school or middle school assessment only. This reflects the fact that most users are assigned to work with either high school or middle school students exclusively.



**Q9 Have you administered the Spanish translation of the Middle School WARNS?**

	Frequency	Percent
1 Yes	3	3.4%
2 No	85	96.6%
Total	88	100.0%

**Q10 Did you administer the Spanish assessment as Spanish ONLY or with BOTH the English and Spanish versions available to the Student?**

	Frequency	Percent
1 Spanish ONLY	1	50.0%
2 BOTH English & Spanish	1	50.0%
Total	2	100.0%

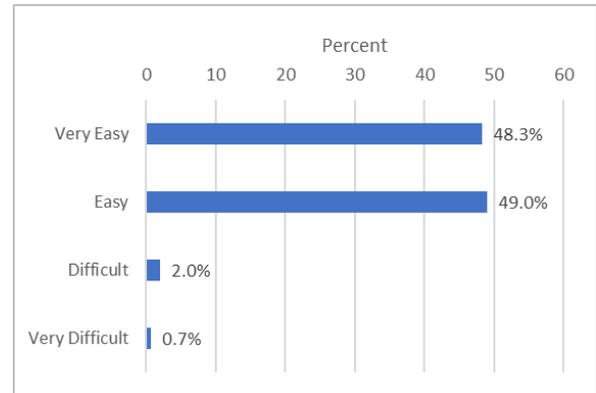
The Spanish translation of the Middle School WARNS was made available to subscribers in January 2020 in response to many requests from our users. Because this release was immediately prior to the administration of this survey, not many of our users have had the opportunity to make use of the translation. Feedback at the time of release, however, was overwhelmingly positive. We will be tracking the use of the Spanish translation and will continue to ask about its use with future user surveys. Of those who have administered the Spanish translation of the Middle School WARNS, 100% found that all of the questions were translated appropriately (Q11) and found it to be easy or very easy to make use of the Spanish version of the WARNS Report (Q12).



Questions about the overall use of the WARNS and PSSO systems continued to reflect the ease-of-use of the online system.

**Q13 How easy is it for you to assess a student using the online WARNS instrument?**

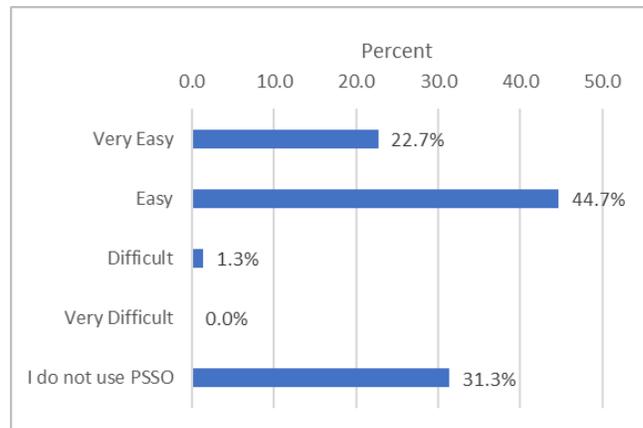
	Frequency	Percent
1 Very Easy	72	48.3%
2 Easy	73	49.0%
3 Difficult	3	2.0%
4 Very Difficult	1	0.7%
<b>Total</b>	<b>149</b>	<b>100.0%</b>



Over 90% of respondents indicated that the WARNS online assessment was easy or very easy to use with open-ended comments reflecting the ease-of-use, smooth navigation, and the efficient pace of the administration process.

**Q14 How easy is it for you to use the Portal for Supporting Successful Outcomes (PSSO)?**

	Frequency	Percent
1 Very Easy	34	22.7%
2 Easy	67	44.7%
3 Difficult	2	1.3%
4 Very Difficult	0	0.0%
5 I do not use PSSO	47	31.3%
<b>Total</b>	<b>150</b>	<b>100.0%</b>



Additionally, two-thirds of users found that the PSSO platform was *Easy* or *Very Easy* to use, while the remaining third of respondents indicated that they do not use the platform. Comments revealed that some users do not use the PSSO platform, while others have experienced minor technological issues.

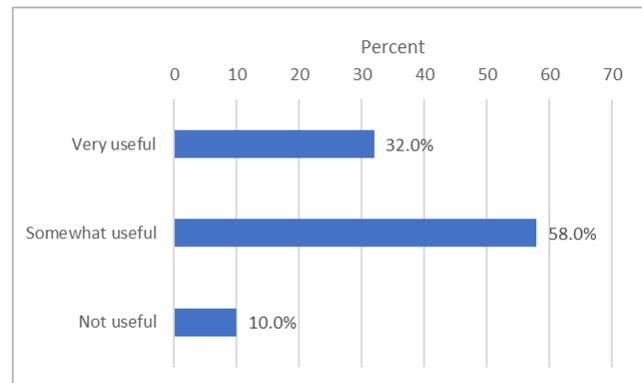
**Q15 Are you discussing the WARNS results with the students you assess?**

	Frequency	Percent
1 Yes	101	67.3%
2 No	49	32.7%
Total	150	100.0%

Over a two-thirds of respondents (67.3%) indicated that they were discussing the WARNS results with their youth. It is, however, somewhat problematic that about one-third of users indicated that they are not discussing results. Students who are not being engaged with the results of their assessments may not be getting the full benefit of the WARNS. There may be several reasons why users are not discussing results with students. First, they may be using the WARNS as a screening tool and are not discussing results with those students who do not score with high risk levels. Another reason could be that some schools are using the WARNS to only meet the truancy mandate of the state prior to a court filing. Lack of sufficient staffing availability could also be a reason why users are not taking the time to discuss results with their students.

**Q16 How useful have your discussions of results with students been?**

	Frequency	Percent
1 Very useful	32	32.0%
2 Somewhat useful	58	58.0%
3 Not useful	10	10.0%
Total	55	100.0%

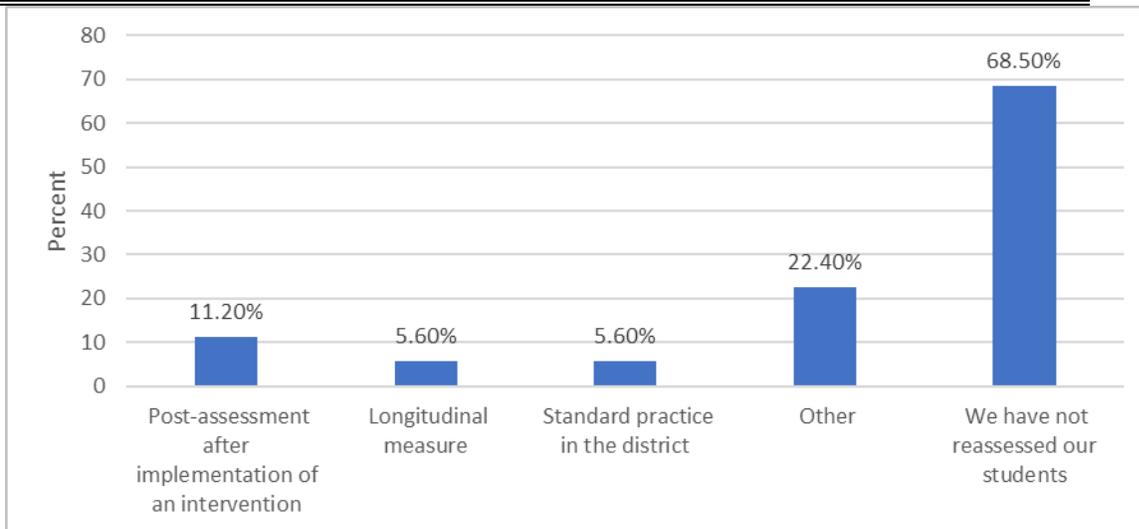


For those respondents who are discussing results with their students, over 90% indicated that the discussion was at least *Somewhat Useful*. Comments reflected how useful the conversations with the students have been. For example: “*WARNS opens up a lot of topics of conversations and reviewing results with the student allows me to ask specific questions that allow me to best understand their individual situations.*” Comments also reflected the relationship building aspect of discussions but there were also cautionary statements about student disengagement from school as a barrier for useful progress from the results.



**Q17 Under what circumstances do you reassess students? please check all that apply:**

	Frequency	Percent of cases
1 Post-assessment after implementation of an intervention	16	11.2%
2 Longitudinal measure	8	5.6%
3 Standard practice in the district	8	5.6%
4 Other	32	22.4%
5 We have not reassessed our students	98	68.5%
<b>Total</b>	<b>55</b>	<b>113.3%</b>



Most schools have not reassessed students. However, those who do reassess tend to do so after some type of intervention has been implemented or if there are continued absences. The comments suggest that other reasons for reassessment include being a part of the attendance policy, if students continue to meet the attendance threshold, and on a case-by-case basis.

**Q18 Have you identified interventions for students based on the WARNS results?**

	Frequency	Percent
1 Yes	102	70.3%
2 No, please comment.	43	29.3%
<b>Total</b>	<b>55</b>	<b>100.0%</b>

More than half of respondents indicated that they have been able to identify interventions for their students. This question produced many comments about the availability of such services, such as “[We] don’t always have the necessary interventions to help students.” Other



comments stated that developing holistic recommendations and case plans has been a challenge for some districts.

**Q19 Do you develop an intervention plan with the student after the assessment?**

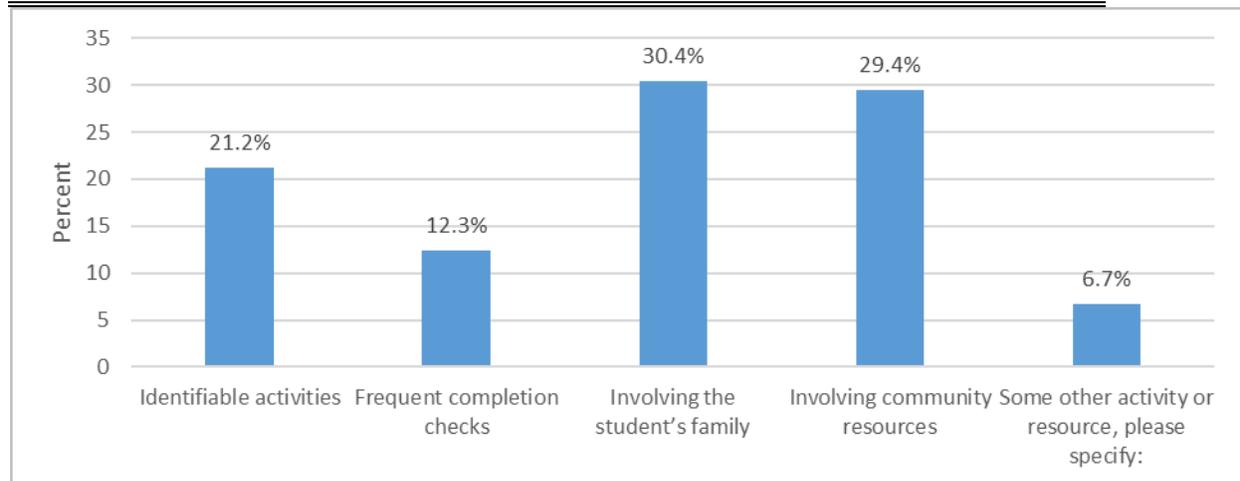
	Frequency	Percent
1 Yes, always	30	21.3%
2 Sometimes, depending on their risk levels	96	68.1%
3 No, never	15	10.6%
<b>Total</b>	<b>55</b>	<b>100.0%</b>

Respondents overwhelmingly indicated that they develop an intervention plan after administering the assessment, either always or depending on the students' risk level. This aligns one of the core objectives of the WARNS to help administrators identify appropriate interventions based on the risks and needs of the students. The decision on

whether students develop a plan or intervention remains at the discretion of the individuals working with the student (e.g., counselor, school psychologists, intervention specialist, etc.).

**Q20 Does the plan typically involve the following: (please check all that apply)**

	Frequency	Percent of cases
1 Identifiable activities	67	53.2%
2 Frequent completion checks	39	31.0%
3 Involving the student's family	96	76.2%
4 Involving community resources	93	73.8%
5 Some other activity or resource, please specify.	21	16.7%
<b>Total</b>	<b>55</b>	<b>250.80%</b>

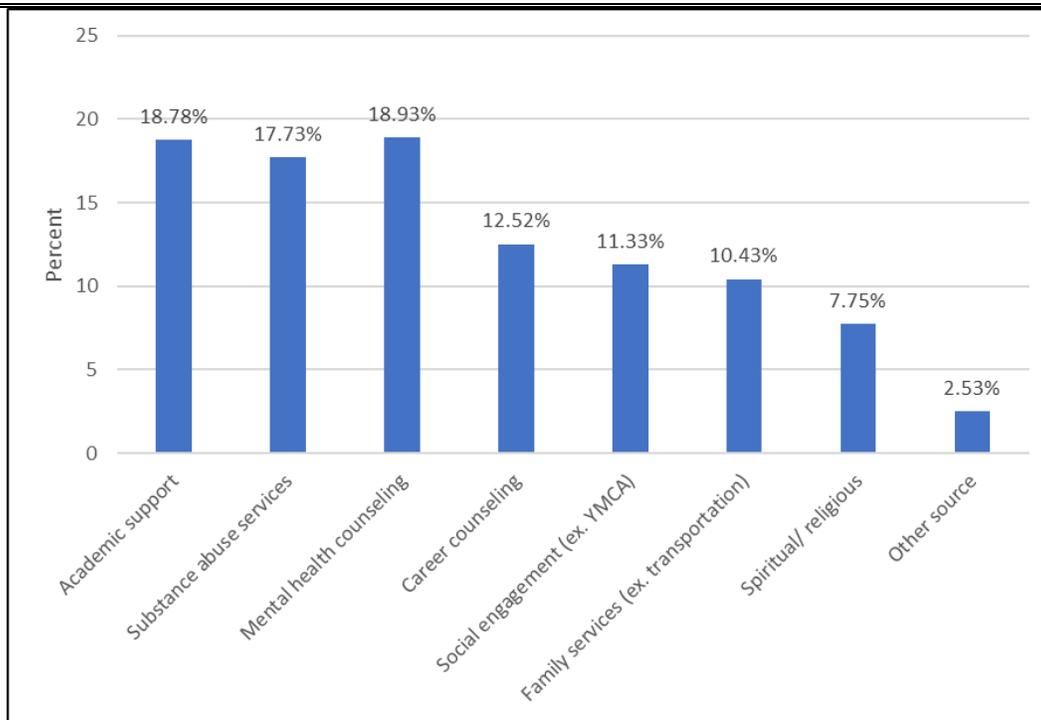


These plans often involve family and community resources when they are available. Other activities include intervention plans with the Community Truancy Boards, check-ins with prevention and intervention specialists, and use of incentives for positive behaviors. Some comments revealed that a large issue with developing plans is following through with them as

this may require increased staff responsibility, commitment, and efforts. One comment, for example, detailed how much the respondent was responsible for as a school counselor and that there was simply not enough time available for them to engage in the development of intervention plans and follow-through with at-risk students.

**Q21 Please check which community resources are available in your district: (please check all that apply)**

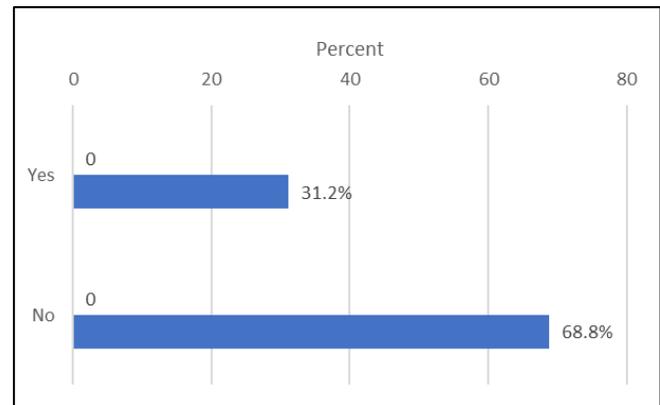
		Frequency	Percent	Percent of cases
Valid	1 Academic support	126	18.8%	89.4%
	2 Substance abuse services	119	17.7%	84.4%
	3 Mental health counseling	127	18.9%	90.1%
	4 Career counseling	84	12.5%	59.6%
	5 Social engagement (ex. YMCA)	76	11.3%	53.9%
	6 Family services (ex. transportation)	70	10.4%	49.6%
	7 Spiritual/ religious	52	7.8%	36.9%
	8 Other source	17	2.5%	12.1%
Total		55	100.0%	475.9%



Respondents indicated that academic support, substance abuse services, and mental health counseling were common resources available to their districts. The comments suggested that in addition to the availability of such resources, a major challenge for districts has been accessibility (e.g., distance, funding, partnerships) for the schools.

**Q22 Are there any barriers to your use of the WARNS?**

	Frequency	Percent
1 Yes	43	31.2%
2 No	95	68.8%
<b>Total</b>	<b>138</b>	<b>100.0%</b>



Nearly 70% of respondents indicated that there were no barriers to their use of the WARNS.

However, about one third of respondents indicated that there were barriers. Comments indicated that among the major barriers to the use of WARNS was the actual absenteeism of the students. Chronic absenteeism has prevented districts from being able to administer the assessment. Additional comments regarding the barriers to use included the lack of staff and time for case management and student follow-ups post-assessment.

**Q23 Would you like to have other student assessments included in the PSSO system? (e.g., academic motivation, connections with peers and students, strengths)**

	Frequency	Percent
1 Yes	86	65.2%
2 No	46	34.9%
<b>Total</b>	<b>132</b>	<b>100.0%</b>

Two-thirds of respondents indicated that they were interested in additional assessments that could supplement the WARNS report. Respondent comments suggested measures of student motivation, self-confidence, social-emotional learning, goal-setting, and individual strengths would be beneficial to identify.

**Q24 If WARNS could be offered in another language beyond Spanish and English, what would you like to see?**

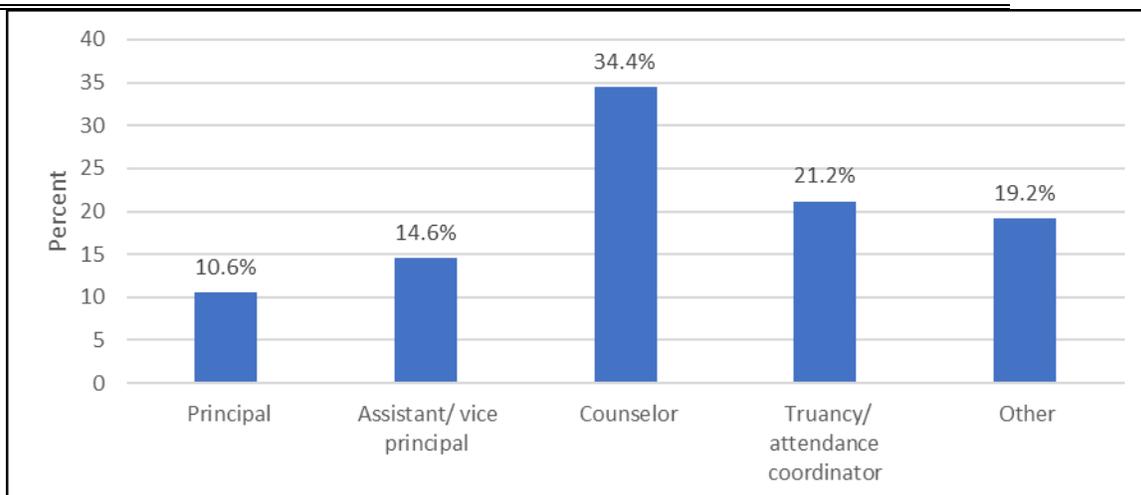
Responses for additional languages varied. The most mentioned languages suggested included Russian, Korean, Ukrainian, and Mandarin.

**Q25 Please comment on any additional features you think would be useful for WARNS or the PSSO portal to have?**

In addition to the positive feedback about the usefulness of both the WARNS and PSSO system, respondents indicated that there is a need for resources to help districts implement student plans. These resources can take the form of manuals for recommended intervention models, planning worksheets, and other evidence-based practices. Additionally, respondents suggested expanding the assessment to mobile-devices for ease of use and developing reports or handouts that can be shared with the student’s parents.

**Q26 Respondent’s position at school or district (please select all that apply)**

	Frequency	Percent of cases
1 Principal	16	8.7%
2 Assistant/ vice principal	22	87.3%
3 Counselor	52	36.5%
4 Truancy/ attendance coordinator	32	86.5%
5 Other	29	85.7%
<b>Total</b>	<b>151</b>	<b>304.8%</b>

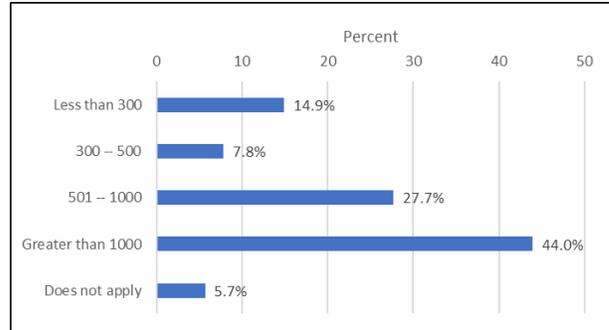


*Percent of Cases* adds to more than 100% because respondents were allowed to select more than one type of position. The respondents tended to be counselors and truancy coordinators. The comments field produced a wide variety of additional position titles.



**Q27 What is the High School student population size of your district (grades 9 - 12)?**

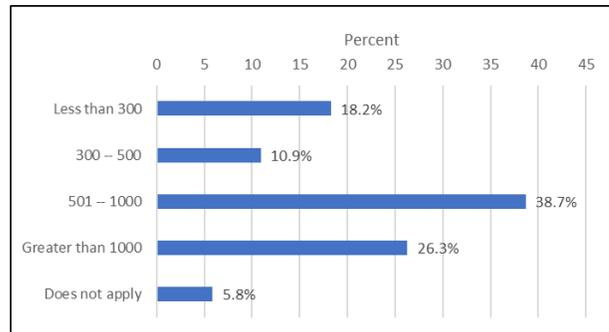
	Frequency	Percent
1 Less than 300	21	14.9%
2 300 -- 500	11	7.8%
3 501 – 1,000	39	27.7%
4 Greater than 1,000	62	44.0%
5 Does not apply	8	5.7%
<b>Total</b>	<b>55</b>	<b>100.0%</b>



Nearly half of our high school respondents indicated that their student population sizes are large (>1,000).

**Q28 What is the Middle School student population size of your district (grades 6 - 8)?**

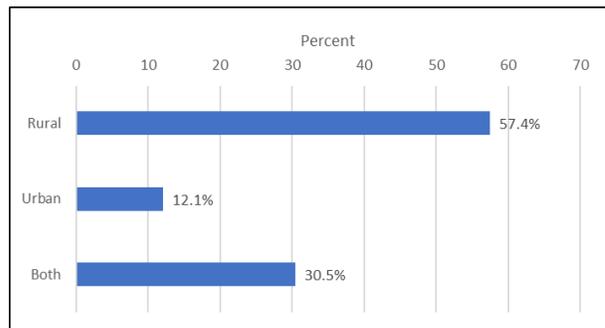
	Frequency	Percent
1 Less than 300	25	18.3%
2 300 -- 500	15	11.0%
3 501 – 1,000	53	38.7%
4 Greater than 1,000	36	26.3%
5 Does not apply	8	5.8%
<b>Total</b>	<b>55</b>	<b>100.0%</b>



Most of the middle school users, however, indicated that their student population sizes were under 1,000.

**Q29 Does your district serve a rural or urban population, or both?**

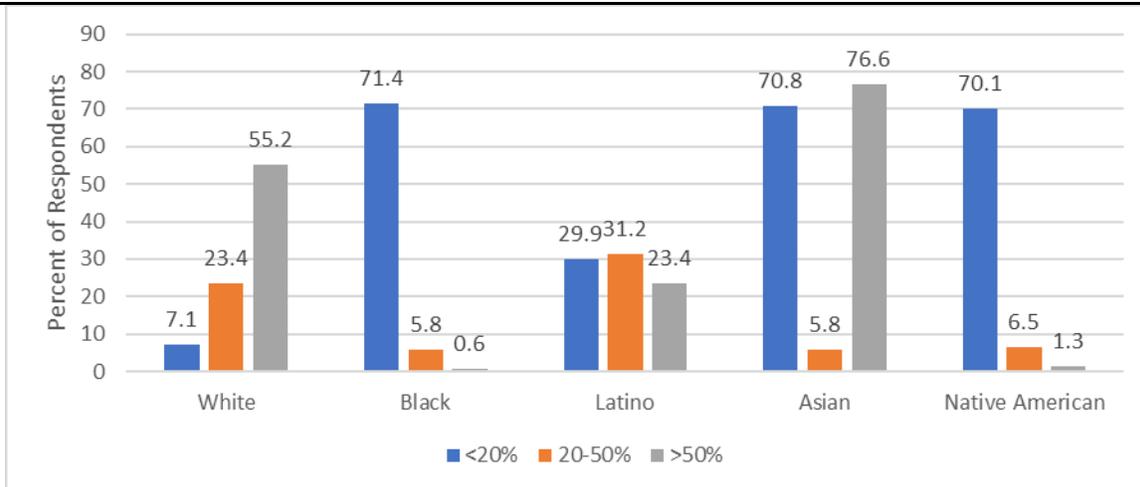
	Frequency	Percent
Valid 1 Rural	81	57.5%
2 Urban	17	12.1%
3 Both	43	30.5%
<b>Total</b>	<b>141</b>	<b>100.0%</b>



Results indicated that users were mainly from rural areas, however nearly a third of respondents indicated that their district served both urban and rural populations.

**Q30 Race/ethnicity proportions of the student population**

Proportion	White	Black or African Amer.	Latino	Asian	Native Amer.
<20%	7.1%	71.4%	29.9%	70.8%	70.1%
20-50%	23.4%	5.8%	31.2%	5.8%	6.5%
>50%	55.2%	0.6%	23.4%	76.6%	1.3%



Respondents reported race/ethnicity proportions for their schools. To illustrate, the three columns of the figure for White students indicate that 7.1% of respondents reported *less than 20%* of their student population was White, 23.4% of respondents reported *20-50%* of their student population was White, and 55.2% of respondents reported that *more than 50%* of their student population was White.

**Q40 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 generally produced positive remarks for the WARNS and PSSO tools. There were several suggestions for future consideration including recommendations for how schools can share WARNS information with the student’s families and various stakeholders (e.g., courts), and recommendations for intervention models and best-practices to support student success and wellbeing. Several notable quotes are shared below:

*“Thank you for supporting this incredibly important and impactful work.”*



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*“I think it is great to have such a user-friendly assessment available, but the hard part is always, now what can we do to improve the student's life and experience to get them back to school and on a positive path. That is where the proven interventions come in. If you have been documenting interventions, programs, and other treatment plans and practices that are working to get these students back on track, we would love for you to share that information with us.”*

*“Thank you for creating / updating the WARNs. It's been a powerful tool!”*

*“I am very new to WA Truancy and appreciate all of the help provided from your staff. They are knowledgeable and courteous. Thank you”*

*“The WARNS assessment has changed lives in our district. We are able to create intervention plans without guessing what students need.”*

# 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.

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### Web Survey

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#### 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

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#### Start of Block: Users

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Q1 Approximately how many assessments have you personally completed?

- None (5)
- Less than 100 (1)
- 101 to 300 (2)
- 301 to 500 (3)
- More than 500 (4)

Q2 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)

Q3 What other factors determine whether students take the WARNS? (please select all that apply)

- Number of excused or unexcused absences (4)
- General perceived-risk level (1)
- Specific perceived-risk area (e.g., aggression, depression, substance abuse, etc.) (2)
- Other reasons, please specify: (3) \_\_\_\_\_



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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) \_\_\_\_\_

Q5 Have any individuals in your district used the training videos now available at our information website [WARNS.wsu.edu](http://WARNS.wsu.edu)?

- Yes (1)
- No (2)
- Don't know (3)

Q6 How have you made use of the training videos? (please check all that apply)

- Training new users of the WARNS (1)
- As a refresher for employees who administer the WARNS (2)
- For informational purposes for administrators, other employees, or the public (3)
- Other, please specify: (4) \_\_\_\_\_

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Q7 How helpful have the training videos been for those who have used them?

- Very helpful (1)
- Somewhat helpful (2)
- Not very helpful (3)

Please provide any comments on the helpfulness of the training videos:

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Q8 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)

Q9 Have you administered the Spanish translation of the Middle School WARNS?

- Yes (1)
- No (2)

Q10 Did you administer the Spanish assessment as Spanish ONLY or with BOTH the English and Spanish versions available to the Student?

- Spanish ONLY (1)
- BOTH the English and Spanish versions available to the Student (2)

---

Q11 Did the Spanish language questions seem to be translated appropriately for your student population?

- All questions were translated appropriately (1)
- Most questions were translated appropriately (2)
- Most questions were NOT translated appropriately (3)

Please provide any comments about the quality of the translation or problems you may have identified.

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Q12 How easy was it to make use of the Spanish version of the WARNS Report?

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

Please provide any comments on using the Spanish version of the WARNS Report.

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Q13 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)

Please provide comments on the ease of assessing students using the online WARNS instrument:

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Q14 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)
- I do not use PSSO (5)

Please provide any comments on the ease of using the PSSO platform:

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Q15 Are you discussing the WARNS results with the students you assess?

- Yes (1)
- No (2)

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Q16 How useful have your discussions of results with students been?

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

Please provide any comments on how useful discussions with the students have been:

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Q17 Under what circumstances do you reassess students? (please check all that apply)

- Post-assessment after implementation of an intervention. (1)
- Longitudinal measure. (2)
- Standard practice in the district. (3)
- Other, please specify: (4) \_\_\_\_\_
- We have not reassessed our students. (5)

Q18 Have you identified interventions for students based on the WARNS results?

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

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Q19 Do you develop an intervention plan with the student after the assessment?

- Yes, always (1)
- Sometimes, depending on their risk levels (2)
- No, never (3)

Q20 Does the plan typically involve the following: (please check all that apply)

- Identifiable activities (1)
  - Frequent completion checks (2)
  - Involving the student's family (3)
  - Involving community resources (4)
  - Some other activity or resource, please specify: (5)
-

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Q21 Please check which community resources are available in your district: (please check all that apply)

- Academic support (1)
  - Substance abuse services (2)
  - Mental health counseling (3)
  - Career counseling (4)
  - Social engagement (e.g., YMCA, after-school programs) (5)
  - Family services (e.g., transportation, childcare) (6)
  - Spiritual/religious (7)
  - Some other resource, please specify: (8)
- 

Q22 Are there any barriers to your use of the WARNS?

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

Q23 Would you like to have other student assessments (e.g., academic motivation, connections with peers and students, strengths) included in the PSSO system?

- Yes (1)
- No (2)

Please comment on additional assessments you would like to see included:

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Q24 If WARNS could be offered in another language beyond Spanish and English, what would you like to see?

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Q25 Please comment on any additional features you think would be useful for WARNS or the PSSO portal to have.

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Q26 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) \_\_\_\_\_

Q27 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)



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Q28 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)

Q29 Does your district serve a rural or urban population, or both?

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

Q30 What are the approximate student race/ethnicity proportions within your district?

	<20%	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"/>

Q31 May we contact you if we have any follow-up questions about your responses to this survey

- Yes (1)
- No (2)

Q32 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.

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## Contact Emails

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### Initial Contact



Dear <FIRSTNAME>,

I am writing to ask about your 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, reduce costs, and evaluate recent changes such as the middle school *Spanish translation*.

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\\_0d2s3gkNwVOKLOt](https://wsu.co1.qualtrics.com/jfe/form/SV_0d2s3gkNwVOKLOt)

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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Bruce W. Austin, MS, MA  
Research Associate and Clinical Faculty  
[Learning and Performance Research Center](#)  
Washington State University  
Cleveland Hall 364  
College of Education  
PO Box 642136  
Pullman, WA 99164-2136  
Phone: 509-335-9570

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

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## Second and Final Contact



Dear <FIRSTNAME>,

This is our final reminder about the 2020 WARNS User Survey. If you have already completed the survey, we thank you and appreciate your time.

If you have not yet completed the survey, it will remain open for another week or so. 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.

Your time responding will be greatly appreciated. The survey should take less than 10 minutes to complete. Please click on the following link or copy it into your web browser:

[https://wsu.co1.qualtrics.com/jfe/form/SV\\_0d2s3gkNwV0KLOt](https://wsu.co1.qualtrics.com/jfe/form/SV_0d2s3gkNwV0KLOt)

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

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

Bruce

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Bruce W. Austin, MS, MA  
Research Associate and Clinical Faculty  
Learning and Performance Research Center  
Washington State University  
Cleveland Hall 364  
College of Education  
PO Box 642136  
Pullman, WA 99164-2136  
Phone: 509-335-9570

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

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# 5.

## Credits

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### Project Team

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Brian F. French, Ph.D.  
Bruce W. Austin, MS, MA  
Thao Vo, MA

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### WSU WARNS Team

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Brian F. French, Ph.D.  
Bruce W. Austin, MS, MA  
Paul Strand, Ph.D.  
Thao Vo, MA

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### LPRC Staff

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Brian F. French, Ph.D., Director  
Olusola O. Adesope, Ph.D.  
Chad M. Gotch, Ph.D.  
Bruce W. Austin, MS, MA  
Kira Carbonneau, Ph.D.



# 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. All comments are presented unedited, as provided by the respondents.

ID	Question	Comment
11	Q3 Other	Not sure what buildings are doing
18	Q3 Other	After going to Truancy Board
23	Q3 Other	Transfer to Alternative program
27	Q3 Other	Concerns identified by teaching and support staff.
39	Q3 Other	I don't think of it as an intervention resource, but rather a hoop to file Becca petitions. However, I am considering using it to gather information from a greater population of our students.
48	Q3 Other	This assessment is required before a student is brought to truancy board in my school district.
49	Q3 Other	Sometimes I use another risk assessment related to school-refusal factors. we administer which ever assessment we believe will give us the most pertinent information for a given student
55	Q3 Other	Going to truancy board
56	Q3 Other	Absences combined with failing grades are the primary 2 markers I use.
59	Q3 Other	right now we are just getting started on use of the WARNS and might need to have more time. Currently though has to do with absences.
63	Q3 Other	Right now, I have come into this position just 2 months ago. I am trying to catch up with students who were never administered the WARNS. In general, the absences trigger whether the WARNS would be administered.
77	Q3 Other	by request by JJC Staff
91	Q3 Other	We offer the WARNS assessment to all students who meet with our Dean of Students for an attendance contract. We let the students know that the assessment is voluntary, but many choose to take the assessment.
103	Q3 Other	None, it is only triggered by truancy issues
107	Q3 Other	In preparation for Community Truancy Board or Truancy Court
128	Q3 Other	Each school district has their own process. We accept referrals as they come and urge districts to utilize an early intervention and strategic approach
130	Q3 Other	at risk youth petition is all I use the WARNS for in our court
131	Q3 Other	Also used to put students on beca
152	Q3 Other	home life situations,
153	Q3 Other	but must always have attendance issues



ID	Question	Comment
159	Q3 Other	If we will be scheduling them for our Community Truancy Board, we need to have one completed.
162	Q3 Other	Because we are a middle school, we use excused absences as part of our equation.
16	Q4 Other	Intervention Specialist
26	Q4 Other	librarian
27	Q4 Other	IT was the counselor and has just switched to the person in charge of our ISI room.
31	Q4 Other	Graduation Requirements Specialist who is a member of the counseling team but not a certificated counselor.
33	Q4 Other	Dean of Students
62	Q4 Other	Para educator
63	Q4 Other	Student Support Advocate
64	Q4 Other	Had also been in conjunction with our in school detention para.
65	Q4 Other	Success Coordinators and administrative assistant paraeducators
68	Q4 Other	MSW Intern
70	Q4 Other	Dean
74	Q4 Other	Student Support Advocate
83	Q4 Other	Student Support Advocate
84	Q4 Other	Classified (Alternative Learning)
85	Q4 Other	Librarian
87	Q4 Other	In School Suspension Supervisor
88	Q4 Other	librarian
89	Q4 Other	Juvenile Probation Counselor through a memo of understanding.
96	Q4 Other	Intervention Specialists
101	Q4 Other	Intervention Specialist
103	Q4 Other	Intervention specialist
104	Q4 Other	school social worker
106	Q4 Other	Prevention and Intervention Specialist
107	Q4 Other	Social worker
108	Q4 Other	SPED Coordinator, Para educator, Librarian
114	Q4 Other	Dean of students
116	Q4 Other	Student Advocate
122	Q4 Other	Building TOSA
128	Q4 Other	Attendance secretary and In school suspension
130	Q4 Other	JPC's
131	Q4 Other	probation counselor
132	Q4 Other	Planning room supervisor/ ISS
135	Q4 Other	Administrative Assistant/Dean of Students
141	Q4 Other	Administrator of Special Services
150	Q4 Other	School Psychologist



ID	Question	Comment
152	Q4 Other	counselor's assistant
153	Q4 Other	Interventionist also
154	Q4 Other	My Teacher on special assignment (TOSA)
150	Q4 Other	School Psychologist
49	Q6 Other	I am not responsible for training in our district so I do not know how the training videos have been used in the past.
17	Q7	I was not aware that videos are available.
22	Q7	N/A
28	Q7	didn't know about them
45	Q7	we have not been filing as many fact findings so is not used as often as we should be
49	Q7	See my answer to the previous question about my role in the training videos.
51	Q7	We wish that there was a follow up, deeper assessment, when no changes were seen after our initial interventions were put in place and not successful.
55	Q7	I didn't watch them. I think the MS counselor did.
57	Q7	I am glad to know that there are videos. I would like to learn more about the WARNS and how it can help me after I have administered the assessment.
66	Q7	Videos are helpful, but the system is pretty user-friendly.
69	Q7	n/a
80	Q7	Have not even seen them, nor were they disclosed as a resource.
90	Q7	I am the only one in my district to view them and I have viewed them off and on to help me train other personnel. However, I only have one other person administering the assessments.
91	Q7	I have not viewed the training videos.
99	Q7	They are helpful in completing the Warns
100	Q7	Didn't know of their existence.
108	Q7	NA
112	Q7	N/A
114	Q7	Was not aware of them. I was trained at the ESD.
121	Q7	For our district, we truly need a Spanish version. It is very difficult to offer support for truancy to our ELL students without it.
131	Q7	Great program so far. Would like it to be user friendlier so was easier to find students.
133	Q7	n/a
134	Q7	N/A
135	Q7	NA - I did use your manual with the pictures of the test administration process, responses, and scoring procedures.
142	Q7	NA
149	Q7	Have not watched them yet.



ID	Question	Comment
153	Q7	N/A
154	Q7	Haven't seen them
155	Q7	I didn't know there were training videos. I hope it is helpful for you to know that I didn't know they existed (I am an assistant principal).
161	Q7	We are a small school, graduating 30-40 kids yearly. We already know our kids very well and have tried many very personal interventions. The report doesn't reveal anything new to us. As a matter of fact, all involved in the process through school should know all the domains covered in the questions/survey.
163	Q7	N/A. I didn't even know there were training videos.
11	Q13	I haven't used it (sorry, I am at the District level)
15	Q13	I wish I could get from the end of one survey to the beginning of the next without having to re-type in the web address and log in again.
17	Q13	I have not yet administered the WARNS assessment.
20	Q13	The hardest part was finding the link each time and remembering my password. Now I have the link bookmarked so, solved that!
26	Q13	Other than not having a convenient way to get to the WARNS it is fairly easy to assess. Most students seem to be willing to take the assessment and take it seriously and answer honestly.
27	Q13	Some of the questions are worded in ways that my students find confusing. However since I am with them while they complete it I am able to field questions and ensure they understand what is being asked.
29	Q13	I haven't used it often enough to be proficient.
31	Q13	The students I have assessed using WARNS have not answered questions honestly and the results in some areas have not been helpful.
34	Q13	I find the assessment very easy to use and students seem to have no problems either.
42	Q13	the hardest part is finding them at school when absenteeism is their main problem.
45	Q13	to date have had no problem with program
48	Q13	I think the struggle is to get them to think about the last 2 months as the span of time to consider for the questions. Could it be for 'this school year' or something like that?
49	Q13	The administration is straight forward and works well. It is efficient and easy to complete.
53	Q13	I wish we could just have an app on a phone or tablet option for the warns. Even better would be a text that we could send a student with a link, rather than a computer being needed. One challenge is that the student continues to not attend, so we are hunting them down to take the warns, before filing the court petition for attendance.



ID	Question	Comment
54	Q13	Very straight forward questions
55	Q13	very easy
57	Q13	The actual assessment is very easy to administer. Thank you for that.
63	Q13	I have noticed some of the risk numbers are low, but I know some of those students do have an increased risk. So maybe they are not answering truthfully or they perceive their risk as lower than it should be.
66	Q13	The assessment usually only takes our students about 20 minutes to complete, so results are quick.
67	Q13	It is not necessary for many of our student since the attendance count can be so low to qualify for a WARNS.
69	Q13	n/a
70	Q13	Self explanatory, easy to read and follow the steps.
72	Q13	Giving the WARNS is very easy...IF you can get the student on a day they are at school and IF the site and everything else is working correctly. The report give information, but without an in depth student conversation, it is pretty vague.
76	Q13	Students seem receptive, and it is fairly quick process.
81	Q13	After the test is administered, they results are given to our counseling office.
84	Q13	If there was an EASY link to the assessment, it would help immensely with logging in to the system. Right now, it it very cumbersome to get to the actual assessment.
86	Q13	I have never had an issue with a student completing the form online.
87	Q13	none
88	Q13	I only needed to use the paper warns once due to meeting the needs of a youth with McKinney Vento considerations.
90	Q13	It helps me identify reasons why a student is missing school.
91	Q13	After the student has completed the assessment, I print out the form and talk to students about the areas where they are showing risk. I review the questions and answers that might indicate risk and students are generally open to discussing their issues. It has been a great tool to help start conversations with students.
92	Q13	I just save a link in my bookmark bar. I also keep a link our SST meeting agendas so that our team can access data easily.
96	Q13	Easy to get into and for student completion
97	Q13	The issue we are having in our district is that students have to login to their student google account to access the portal, but are not allowed to print from their portals so they have to save as a PDF and email to the counselor.
102	Q13	Ease of assessment is clear and easy to understand, my concern is that there isn't any follow up with the results as far as resources for students. The data is helpful, but somewhat inconclusive.
114	Q13	The sites are bookmarked so all I need to do is log in, put in my info and have the student start. Easy to access the results to go over with the student afterwards.



ID	Question	Comment
115	Q13	Students have no problems answering questions. The interface is easy to navigate as well.
116	Q13	Easy when they are here; difficult if they are truant and not coming to school at all.
120	Q13	I give the WARNS paper form. I work with sixth graders.
121	Q13	I administer the WARNS to students, but our dean of students actually assesses the report with students.
123	Q13	There are some questions that students need clarification on, but besides that it is smooth.
124	Q13	If they won't come to school, how can I administer the Warns?
128	Q13	It is a very user-friendly tool great improvements
130	Q13	the portal is very easy to navigate
132	Q13	I have done both high and middle school level
133	Q13	Easy to access, quick and user friendly for kids.
134	Q13	Easy to access
139	Q13	Our counselors set it up and do it when needed.
142	Q13	student friendly
149	Q13	The program is very easy to use. I type in student id number and it will bring back the student's results. It will also let me print the report.
152	Q13	It give the student the privacy and ease to be able to answer the questions without someone asking
153	Q13	User friendly, easy to follow
154	Q13	If they come to school!
155	Q13	We find the process simple, the results easily understood and accessible, and the final product useful in identifying next steps to support students.
161	Q13	I just start it up and leave the student to complete. There has never been any objections or problems.
15	Q14	I only administer the survey's
17	Q14	Have not yet used the platform.
20	Q14	For the first several administrations of the WARNS, I had a hard time finding the link through Google. Then, there was some confusion on how to get to the survey itself, vs. the results page. As I mentioned, I now have bookmarked the link, but just the other day, using a different computer, I still had a tough time trying to find the survey site vs. the results page.
24	Q14	It was confusing to create an account via one link and then use the WARNs system via another.
27	Q14	I have no issues with the PSSO platform.
29	Q14	I haven't used it often enough to be proficient.
34	Q14	Very user friendly



ID	Question	Comment
45	Q14	to date have not used it last time administered a WARNS was a year ago
49	Q14	NA
57	Q14	What is the PSSO?
60	Q14	When searching for a student by ID number there is sometimes a delay in the PSSO pulling up the case, sometimes it doesn't pull it up until I clear out the search field and start again. It can be cumbersome when trying to quickly access results.
63	Q14	The site for administering the assessment is easy, however, the site for checking the status of those who have taken it has not let me print the assessments to give to the counselors.
68	Q14	I wish there were better reports
69	Q14	n/a
81	Q14	There have been times that the website would not open, or it has shut down on us.
87	Q14	none
88	Q14	I have never had problems using the PSSO platform.
91	Q14	The platform is very easy to use. I have not had any difficulty navigating the website.
96	Q14	have not had any issue
102	Q14	The platform can sometimes be difficult to find and it seems very rudimentary.
107	Q14	Accessing the WARNS results is easy. Setting up or editing permissions for staff is difficult.
114	Q14	Again, I have it bookmarked. I am consistent in the student ID number that is used, so easy to locate
117	Q14	It would be helpful to have a link from the administrator portal to student portal.
121	Q14	Since I do not assess the report, I do not know what PSSO is.
133	Q14	WE give this info to at risk students.
140	Q14	I have not done any this school year so far, but in the past it has been easy to use.
142	Q14	NA
154	Q14	Unaware of this Our district does not have at truancy liason right now
162	Q14	I just started administering WARNS recently, and need to continue to explore what's available.
20	Q16	The survey is useful in that it categorizes different areas which allow me to check with the student on what they think about each area. I have to explain the scoring for their answers, and how each "sometimes" answer adds a point, and how those add up to put you in the moderate risk range.



ID	Question	Comment
26	Q16	I would say that it is not useful because the student and I usually already know there is an issue in the at risk area. The hard part is getting the resources to help the student overcome those issues. For example: someone who needs counseling. We can give them a number but that doesn't mean they will follow through
27	Q16	The discussion following a WARNS assessment are, in my opinion the most beneficial portion of the Assessment. WARNS opens up a lot of topics of conversations and reviewing results with the student allows me to ask specific questions that allow me to best understand their individual situations. It can also serve as an opportunity for a student to begin developing a relationship with a safe adult.
28	Q16	Talking with the students after is very valuable and builds trust and hope.
31	Q16	The higher level of honesty the student answers the questions with the more useful the results.
42	Q16	Students are not surprised, nor are they swayed to change behaviors of absenteeism
45	Q16	we talk about areas of need and what we can all do to help the student become successful
49	Q16	Since we primarily use the WARNS during the truancy process, sometimes students do not appear to be as interested in their results. This may be due to the fact that the WARNS is part of a process that they may perceive to be negative or adversarial.
54	Q16	Very insightful to discuss their thoughts of whether they were low medium or high in each at risk area!
57	Q16	Unfortunately, the students who are taking the WARNS have already disengaged from school. They are not interested in the discussions of the results found from the WARNS.
67	Q16	I think it is a lot of extra work with few benefits.
69	Q16	n/a
70	Q16	The useful discussion lets the student know there is help at the school for them
72	Q16	The problems these kids are facing are deeper than their answers on the WARNS...and we often do not have the community response/resources to get them the help that they need.
73	Q16	I find that if a student is willing to discuss the assessment they are typically a student who I have already talked with at length about barriers and concerns regarding attendance and their lives in general. The information on the assessment is not usually a surprise to me and we are already working to address the needs.



ID	Question	Comment
87	Q16	none
91	Q16	Very helpful in starting conversations with students. I have not had a student refuse to talk about any of the questions on the assessment. Students have been very open.
92	Q16	We need to more formally incorporate WARNs results as part of our intervention process. A question I have is related to how long results might be valid. I know... it depends.
94	Q16	We're a small school so typically know the issues the student is facing before giving the warns
97	Q16	The conversations are very helpful and because they are rooted in student responses it has led to some beneficial exploration of the roots of the issue.
114	Q16	I have better discussion when I have given the high school assessment than the junior high. The high school questions are more in depth than the junior high. The junior high for 8th graders is so broad it becomes more difficult.
115	Q16	When students want to participate in a conversation, the discussions are really useful. Before students take the assessment, I give them the option of anonymity (I promise not to look at their results with name attached).
118	Q16	Most students are not honest
121	Q16	Our dean of students discusses the results with the student and parent during our truancy meeting. Parents find the results very helpful in seeing how student is doing.
124	Q16	IF they don't care, they don't care.
128	Q16	We provide written reports guided by the WARNs to the schools, family and youth. This is an opportunity to review and discuss strategies to increase positive outcomes for students
133	Q16	Good data to share with students and families.
135	Q16	If we can address the things that are causing a student to engage in risky behaviors, we have a place to start the conversation.
142	Q16	NA
149	Q16	We usually refer student to counseling so that they can discuss results with the student. We do this in case other issues come up counselor is able to help make a plan for the student.
154	Q16	My TOSA does not always know the students well enough to discuss sensitive issues
155	Q16	The effectiveness of our conversations varies based on the readiness of the students. Sometimes the results are a catalyst for further conversation while at other times the results confirm an issue may exist but the students refuses to have a conversation. As long as a student answers the survey truthfully the results are always positive because they give us info to inform our support.



ID	Question	Comment
160	Q16	The conversations are useful, but attendance is rarely improved.
161	Q16	As I said, most of what is revealed in the survey we already know.
27	Q17 Other	If it has been awhile (ex. 1 year) since a students last assessment, I find reassessment useful for the purposes of seeing what is going on in their lives currently and how we can best support them. This is especially true if I student has spent time out of the school environment and without regular contact with student support personnel.
28	Q17 Other	great idea. forgot about that
48	Q17 Other	I have not been instructed to reassess but that is a very good idea.
49	Q17 Other	I have not re-assessed any students at this point.
51	Q17 Other	We very rarely reassess. Only if situations have knowingly changed.
53	Q17 Other	If things take a big change, or it has been over a year.
54	Q17 Other	Each year if attendance remains an issue
60	Q17 Other	court requested
64	Q17 Other	If the student acquires additional unexcused absences in another school year they are re-assessed with the WARNS.
68	Q17 Other	We are planning to reassess the same students at the end of the school year to compare results.
71	Q17 Other	Per number of unexcused absences.
74	Q17 Other	After a year
76	Q17 Other	We just started using the WARNS.
77	Q17 Other	have not done any reassessments
87	Q17 Other	none
88	Q17 Other	I reassess if the student is referred to me a second time, prior to the school's decision to file a petition. This process follows our memorandum of understanding with the school.
91	Q17 Other	We typically do not reassess students unless the student was assessed the year prior and is having another attendance meeting with the Dean of Students.
92	Q17 Other	The WARNs is part of our attendance process.
95	Q17 Other	have not reassessed
97	Q17 Other	If the student is in year two of the program (Becca)
115	Q17 Other	We haven't re-assessed to date. Our district is small. Following initial assessment, our counselors and mental health professionals have their own measures and data tools.
118	Q17 Other	yearly
128	Q17 Other	Also if there is a new issue- ARY or CHINS or a reversion or escalation of problem behavior
135	Q17 Other	I do not know if any of our students have been reassessed at this time, but it would be useful for all of the above reasons.



ID	Question	Comment
140	Q17 Other	It depends.
149	Q17 Other	We usually will test student once a year.
155	Q17 Other	We have typically only reassessed when a student previously did not truthfully respond to the survey but now appears ready to respond truthfully. We should reassess students more frequently: Longitudinal and post-assessment (although it would seem that the answers would only change over a larger time period rather than a shorter one).
157	Q17 Other	At this point we haven't re-done a WARNS with any particular student within the same school year.
158	Q17 Other	following school year if the student meets the attendance threshold again.
161	Q17 Other	We do not.
162	Q17 Other	I am new to this. We may start re assessing.
14	Q18 No	We don't review the WARNS results
17	Q18 No	Have not yet administered the WARNS assessment.
20	Q18 No	Need for outside counseling based on high scores in the depression/anxiety or other areas.
26	Q18 No	Yes, but we don't always have the necessary interventions to help students.
35	Q18 No	Time issue
42	Q18 No	I was asked to complete it before students came to Truancy Board. Generally, the student and family do not show up at Truancy Board.
63	Q18 No	Not yet. Because I am new to this position, I am just now trying to get the WARNS results to counselors to work with the higher risk students.
67	Q18 No	In very limited cases.
71	Q18 No	Most scores are very low.
73	Q18 No	Usually the results tell us what we already know and have been working on with our students. I do find that many highschool students are not 100% honest on this assessment - for example they answer no or never to a question about using illegal substances but I know that is not the case.
83	Q18 No	Counselors/Admin would do that
84	Q18 No	I personally have not; however, once the student attends CTB, they may provide some interventions for that student.
93	Q18 No	I find that the WARNS results do not provide any new information that was not already previously known about the students.
94	Q18 No	We have typically met with students and parents about the concerns before the WARNS is administered.
95	Q18 No	suggestions are made for community resources
100	Q18 No	We have, but thought that a menu of interventions would be a part of the WARNS results...would be helpful.



ID	Question	Comment
111	Q18 No	We do identify interventions based on conversations with students
125	Q18 No	The WARNS feedback has not provided information that was new to those working with students and family.
128	Q18 No	The assessment is more of a survey, not a true assessment and is quite limited when it comes to developing holistic recommendations and case plans
130	Q18 No	not strictly from the WARNS, but it may lead us to decide what interventions to use
131	Q18 No	I pass this to councilors and attendance councilors.
133	Q18 No	Speak to counselor and sometimes Remote learning works best for some.
135	Q18 No	We have recently formed a committee to come up with interventions and best practices for our district. It has been put on hold for the time being due to COVID-19.
140	Q18 No	In the past.
152	Q18 No	the counselors are the ones to work with the student after the WARNS i just assist with administering them
161	Q18 No	It has never revealed anything we didn't know.
162	Q18 No	We have interventions that we use, but we are not currently using the WARNS as a tool. We might in the future as we become more familiar with it.
163	Q18 No	Sometimes...Most of the kids that take the WARNS I've already been working with.
27	Q20 Other	We will often use WARNS as a first step in identifying students who would benefit from the Check-and-Connect mentoring model and this is a common piece of the plan for students identified as at risk.
34	Q20 Other	We use it mainly for determining who is going to our truancy board.
43	Q20 Other	incentives for positive behaviors
57	Q20 Other	School related activities to get them engaged in the school.
70	Q20 Other	Letting the student and/or family know what resources are available.
71	Q20 Other	If student is having a school-specific issue, we address it.
86	Q20 Other	I forward the results to the student's counselor to create a plan with the student.
90	Q20 Other	Only had one, recommended THS program.



ID	Question	Comment
91	Q20 Other	This has been the most difficult part about using the WARNS assessment. The job description of the school counselor is so broad and far-reaching, it has been difficult to provide follow-up and intervention plans for our students. High school counselors in our district are responsible to tracking graduation requirements for all our caseload students, helping with college and career readiness, handling social/emotional crises, building a master schedule, and many other clerical duties. Adding the administration of WARNS assessments has been great to find out why some of our students are struggling, but we have limited time to follow back up with our students. Don't get me wrong, I pursued a career in counseling to do WARNS type of work, however, there isn't enough time in the day to all the other duties currently assigned to us. I feel terrible about uncovering all these student issues when I know I don't have the time to do the follow-up. This was the biggest reason I fought against counselors administering these assessments. I knew we did not have the time to do the important follow-up work unless administration pulled some tasks off our plates. That has yet to happen, so our most at-risk students are getting some follow-up help but not all.
104	Q20 Other	Check ins with prevention and intervention specialist. At times family meetings (involving parents)
107	Q20 Other	Intervention plan based on WARNS is created during Community Truancy Board
112	Q20 Other	All of the above depending on situation
117	Q20 Other	Plan is typically created in truancy board hearing.
128	Q20 Other	Including school and district activities
135	Q20 Other	these are to be determined and stay dynamic...
154	Q20 Other	sharing educational options beyond our schools
157	Q20 Other	Check-ins with counselor.
26	Q21 Other	we need a lot of work in this area. We have some of these, they are just not easily assessable by all students, especially, at risk students.
27	Q21 Other	The Coffee Oasis provides support to our homeless youth by providing case management, shelter, counseling, substance abuse services, and assistance in acquiring medical care and other needs youth may have.
37	Q21 Other	Juvenile Probation
45	Q21 Other	GED, Job Corp and we have a MARC family center
49	Q21 Other	The immediate community of the Fife School district has very few social and support services. In almost all cases, referrals are made to areas outside our school district boundaries, however all within reasonable driving distance.
56	Q21 Other	Truancy court
60	Q21 Other	Our resources are provided within our community but not always at school level. For example, our middle schools have a mental health counselor on site once a week but our high school doesn't have one at all.



ID	Question	Comment
67	Q21 Other	Tribe
78	Q21 Other	These services our students and families have access to, but they are in the larger city about 30 minutes from us.
94	Q21 Other	school counselors
99	Q21 Other	MFLAC Counseling
128	Q21 Other	Mentoring Medical provider collaboration
133	Q21 Other	Tutoring to catch up, Saturday Academy
135	Q21 Other	We could use more social engagement for our students and more family services like childcare so our students could participate in after school programs. We have GEAR UP which is helping this cohort of 6-9th graders at present.
155	Q21 Other	Family counseling, CPS
18	Q22 Yes	Students not attending school
20	Q22 Yes	Frequent student absences
22	Q22 Yes	student is not available at school
26	Q22 Yes	I'd rather speak to the student then just have them at a computer
27	Q22 Yes	Lackof training on my part. I wish I know more about it and how it can help me with students. This is probably on me.
28	Q22 Yes	When it is used for absences, because of many absences it can be difficult to find the student in class.
31	Q22 Yes	time
37	Q22 Yes	Time, extra computers so the kids don't have to use my desk top.
53	Q22 Yes	The barrier is not in the use of the assessment but rather in the validity of it. When I give it to my high school studnets, they are not always honest in the questions. For example I have studnets who through other sources such as famlies, police department, court system, etc. . . I know the answers to some of the quetions, and I know that my students do not always answer them honestly. This becomes a frustration becuase then the WARNS is not used to assess needs but done to check a box. I don't know if there is an answer to this or if the fact that they are not always honest about their answers is information in itself, but it is a concern on our part.
55	Q22 Yes	Truant students are difficult to find.
57	Q22 Yes	The information supplied in this assessment is a repeat of what we already know about our students. No new helpful information is provided. The challenge is getting kids and families to engage in services and interventions.
59	Q22 Yes	Student isn't at school



ID	Question	Comment
61	Q22 Yes	1. The link to the assessment needs to be EASY to access from the WARNS website. 2. The whole process is difficult and time consuming for schools: tracking down students who are chronically absent, meeting with them, finding a time to assess them and all before going to CTB. It's one more thing added to the plates of schools without being funded.
67	Q22 Yes	another initiative for staff on top of so many others, while this is a good idea. Staff are at a breaking point with all the additional duties.
73	Q22 Yes	Not enough time to follow-up with our students.
76	Q22 Yes	Our attendance policy requires us to administer a larger number of assessments.
77	Q22 Yes	hard to get mental health services in this area
78	Q22 Yes	Language
84	Q22 Yes	Would be much more useful with a menu of recommended interventions tied to the specific results.
87	Q22 Yes	Confidentiality and consent have been a struggle. We have the WARNS consent but the school never developed one. So right now it seems that the counselors do it because it is a requirement to offer it for court but they are not bought in on the benefits.
91	Q22 Yes	My staff have frequently commented on the idea of separating aggression and defiance. It would have been nice to have the vaping, smoking, and marijuana question separated as two, specific to tobacco and marijuana.
92	Q22 Yes	time
94	Q22 Yes	When students are not here it is hard to administer it to them. Right now we use it only for truant students
99	Q22 Yes	Students are not honest and it is limited on results.
100	Q22 Yes	students who don't come to school. Need to bring it to their house.
103	Q22 Yes	We need Spanish translation.
107	Q22 Yes	Student reluctance
111	Q22 Yes	Spanish assessment would be nice.
116	Q22 Yes	Maybe language skills could be a barrier for some students.
119	Q22 Yes	Cost
120	Q22 Yes	When students are absent and we are unable to administer the Warns.
121	Q22 Yes	I would like to be able to administer the assessments. It is very frustrating to have limitations on my job ability only because I do not have a degree.
124	Q22 Yes	time and kids being on campus
133	Q22 Yes	Only the students willingness to face the issues affecting their lives.
135	Q22 Yes	Making it a habit
141	Q22 Yes	HS Principal wishes to use a different system against the District's wishes.
143	Q22 Yes	I have so many kids to administer it to, I never get them to all and sometimes I feel like the WARNS is just another hoop, another task. It is VERY time consuming.
153	Q22 Yes	Students not attending school
154	Q22 Yes	Frequent student absences
155	Q22 Yes	student is not available at school



ID	Question	Comment
156	Q22 Yes	I'd rather speak to the student then just have them at a computer
158	Q22 Yes	Lackof training on my part. I wish I know more about it and how it can help me with students. This is probably on me.
163	Q22 Yes	When it is used for absences, because of many absences it can be difficult to find the student in class.
20	Q23	A measurement of academic motivation sounds good!
27	Q23	I would love to have an assessment that identifies a student's strengths. This is something many of my students struggle to see in themselves and having a tool to assist in identifying things they are already good at would be tremendously beneficial.
28	Q23	we don't yet really know how to use the results
31	Q23	I would like student strengths, connections with peers, and academic motivation to be included.
39	Q23	academic motivation would be great.
48	Q23	apathy, behavior, anger source
49	Q23	The two examples listed above would be a good place to start.
54	Q23	Academic
55	Q23	motivation
57	Q23	vaping and academics
58	Q23	Not sure but once we learn more about the student, a tool to dive deeper would be nice.
63	Q23	I would love to get feedback from students as to what would make them want to attend classes and the reasons they choose not to attend.
65	Q23	Student Strengths, ACES, Resilience, interventions available on the assessment ( school specific)
66	Q23	academic motivation
68	Q23	Motivation
69	Q23	n/a
70	Q23	Not sure at this time?
73	Q23	I'd love to have academic motivation and connections with peers as an option.
86	Q23	I feel that the WARNS is fairly comprehensive and opens the door for further discussions.
87	Q23	none
89	Q23	academic motivation, connections with peers
90	Q23	Regarding other types of assessments, I am not qualified to know what would be needed.
92	Q23	Academic assessment is critical at the middle school level
98	Q23	Connections and student strengths.
100	Q23	The one's mentioned above.
103	Q23	An assessment is only as good as the system. While I would love more assessments, I don't feel that we currently have the supports to deal with the results. or the staff to support.



ID	Question	Comment
108	Q23	academic motivation
109	Q23	Motivation
113	Q23	IT WOULD BE BEST TO CONTACT BUILDING PRINCIPALS FOR THIS QUESTION
114	Q23	academic motivation, connections with peers, connections with teachers/staff
128	Q23	I would appreciate a modified Positive Achievement Tool (PACT) assessment developed for non offender youth Instead of an offense analysis, begin with the analysis around the question, is school encouraging.
132	Q23	Motivation, goals setting, responsibilities of parents and sports involvement
133	Q23	Mental Health would be great and social emotional learning.
134	Q23	I assure this assessment is very beneficial to all students and ages and breaks it down for students
137	Q23	Any additional assessments can only help us identify needs.
143	Q23	The School Refusal assessment is much more informative and gets to the function of the child's behavior and reason for non-attendance. While the WARNS tell me the "what", the School Refusal assessment tells me the "why". It would be great if the PSSO system could incorporate a functional assessment tool.
150	Q23	Academic motivation Anxiety
153	Q23	How are they spending their free time? Too much screen time? Game time? Going to bed too late?
154	Q23	academic motivation an supports outside of schools social-emotional
159	Q23	Self confidence
162	Q23	academic motivation
20	Q24	Russian
26	Q24	Marshellese, Russian,
27	Q24	In my community we have quite a few native Hmong speakers who would benefit from having a way to access this assessment.
28	Q24	mixteco
31	Q24	Cantonese, andarin, Vietnamese, Russian
32	Q24	Ukrainian, Marshallese
40	Q24	All
44	Q24	No other languages needed.
49	Q24	Spanish is our most often spoken language other than English.
51	Q24	n/a
54	Q24	No
58	Q24	Sure, maybe Chinese
60	Q24	Russian
63	Q24	In our particular county, it would be Russian/Ukrainian.
64	Q24	Ukrainian, Russian, Marshallese, and Arabic
65	Q24	N/A



ID	Question	Comment
67	Q24	none
69	Q24	n/a
70	Q24	Marshallese
77	Q24	NA
78	Q24	Spanish and English are sufficient for our district language needs at this time.
87	Q24	none
88	Q24	Not sure.
89	Q24	Russian
93	Q24	That would serve our needs.
97	Q24	Russian, Ukraine
99	Q24	Korean and Mandarin
100	Q24	n/a
102	Q24	All of them.
108	Q24	Russian
110	Q24	Russian/ Ukrainian
112	Q24	Mandarin
115	Q24	Russian / Ukrainian
116	Q24	Russian
120	Q24	Russian
121	Q24	Russian. We have a large Russian community in Pasco School District.
123	Q24	Arabic
124	Q24	Cambodian
133	Q24	N/A
134	Q24	Spanish please for those who speak no english
135	Q24	Mixteco
139	Q24	Russian
141	Q24	Russian/Ukrainian
144	Q24	korean
149	Q24	Those 2 languages are the languages spoken in our district.
153	Q24	Russian
154	Q24	Russian
155	Q24	NA
160	Q24	Russian
162	Q24	Mandarin
123	Q24	Russian
124	Q24	Marshellese, Russian,
133	Q24	In my community we have quite a few native Hmong speakers who would benefit from having a way to access this assessment.
134	Q24	mixteco
135	Q24	Cantonese, andarin, Vietnamese, Russian
139	Q24	Ukrainian, Marshallese
141	Q24	All



ID	Question	Comment
144	Q24	No other languages needed.
149	Q24	Spanish is our most often spoken language other than English.
153	Q24	n/a
154	Q24	No
155	Q24	Sure, maybe Chinese
160	Q24	Russian
162	Q24	In our particular county, it would be Russian/Ukrainian.
20	Q25	I'd like to see an explanation of the survey and scoring methods for parents to read on the results handout. That way, they can see a copy of their child's results and also understand what it means. On some of my printouts, I see "Notes on the Risk Scales" but then on other copies, it's not showing. I guess I could come up with a generic blurb about the survey and paste it in the Assessment's Notes. Hadn't thought of that until just now.
28	Q25	a family 1 and 2 for students who share time in different households.
43	Q25	Student names listed in the portal along with ID
48	Q25	A link to the PSSO portal after I submit the assessment would be fantastic.
49	Q25	NA
50	Q25	Strategy suggestions for high risk factors.
53	Q25	Links for the warns via text, so we could text a link to the student. An app for a devise other than a computer, for example I was at a community Truancy meeting yesterday, it would have been great to have 3 out of 4 of our student take the WARNS right there. But no one had a laptop or a printer hooked up. The student was not at school for 3 attempts the school counselor had made in connecting with the student.
63	Q25	I believe it would be extremely useful to know what students feel they are missing from school and what they need to stay engaged.
67	Q25	I think it is more added with limited positive results. The time my job if focused on this takes away from other positives I used to do for at-risk kids and all kids in general.
68	Q25	I would like to be able to sort the assessments by date, school year.
69	Q25	n/a
71	Q25	Why do items like, I feel sad and I feel nervous count for points when a student answers "sometimes?" I'd be more concerned if they answered "never!" Seems to me like everyone feels sad or nervous sometimes. Typically, I find the results less useful than a conversation with the student, but we are mandated to use your survey.
87	Q25	none
100	Q25	Did I mention a menu of recommended interventions for the specific results?
103	Q25	Suggested consents for schools to use. But I am not as familiar with the portal as I should be.
110	Q25	Suggested Interventions



ID	Question	Comment
112	Q25	N/A
128	Q25	?
132	Q25	Parents doing their own screening
133	Q25	It clarifies everything and very detailed. The questions are good.
134	Q25	I believe the WARNS assessment is beneficial to both students and staff
135	Q25	I think the program would be far more valuable if it came with a manual of interventions, treatment plans, worksheets, and other practices that have proven to be successful when implemented to combat the different at-risk behaviors.  Have the university developed strategies, lists of state resources, and other best practices to assist districts as they work with these students and their families? That is what I think would be super helpful.
155	Q25	It may already exist but I would like to be able to have a report that can provide a side-by-side comparison of a student's answers for those students who completed the WARNS multiple times.
27	Q26 Other	Graduation Specialist
31	Q26 Other	Dean of Students
33	Q26 Other	para educator
44	Q26 Other	I work for Jefferson county Juvenile Services
53	Q26 Other	Executive Assistant to student support services
62	Q26 Other	student support advocate
68	Q26 Other	District Attendance Support Specialist
70	Q26 Other	Student Support Advocate
75	Q26 Other	In school intervention para
81	Q26 Other	Positive Behavior Interventions and Support personnel
83	Q26 Other	Classified (Alternative Learning)
84	Q26 Other	Librarian
88	Q26 Other	Juvenile Probation Counselor
96	Q26 Other	Intervention Specialist
97	Q26 Other	Was a School Counselor, but now in my first year as Assistant Principal
103	Q26 Other	school social worker
104	Q26 Other	Prevention and Intervention Specialist
106	Q26 Other	Social worker
108	Q26 Other	Dean of Students
113	Q26 Other	INSTRUCTIONAL SERVICES SECRETARY/DISTRICT OFFICE
114	Q26 Other	Student Advocate
116	Q26 Other	Student Learning Alternatives TOSA
121	Q26 Other	Dean of Students Secretary.
122	Q26 Other	Attendance Secretary
128	Q26 Other	Community Partner

ID	Question	Comment
130	Q26 Other	probation counselor
132	Q26 Other	Administrative Assistant/Dean of Students
152	Q26 Other	assistance to the counselors
28	Q33	I am interested to know how school share this information. With whom? Courts?
44	Q33	I cover 3 school districts (Port Townsend, Chimacum & Quilcene)
49	Q33	NA
65	Q33	The WARNS assessment has changed lives in our district. We are able to create intervention plans without guessing what students need.
69	Q33	n/a
87	Q33	none
90	Q33	I am very new to WA Truancy and appreciate all of the help provided from your staff. They are knowledgeable and courteous. Thank you
100	Q33	Go Cougs.
115	Q33	Thank you for creating / updating the WARNs. It's been a powerful tool!
118	Q33	It would be nice to be able to go in and edit a survey if we put the wrong student number. I have emailed about this and received no response.
132	Q33	I am trying to get parents involve as well with going over the assessments and making them understand that all this behavior is learned at home.
133	Q33	Thank you!
135	Q33	I think it is great to have such a user-friendly assessment available, but the hard part is always, now what can we do to improve the student's life and experience to get them back to school and on a positive path. That is where the proven interventions come in. If you have been documenting interventions, programs, and other treatment plans and practices that are working to get these students back on track, we would love for you to share that information with us.
155	Q33	Thanks you for supporting this incredibly important and impactful work.