



Washington State University

The 2026 WARNS User Survey

September 2026

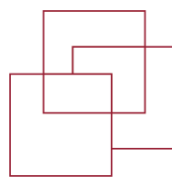
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Please visit our website at WARNS.WSU.EDU for additional information.

Executive Summary

Title: 2026 WARNS User Survey

Objectives: The 2026 WARNS User Survey collected feedback from WARNS users about the current attendance and truancy context facing schools, districts, courts, and youth-serving organizations. The survey also gathered feedback on recent updates to the WARNS online platform and assessment system, including changes supported by the Institute of Education Sciences (IES) grant awarded in July 2021. As with previous user surveys, the 2026 responses will help the WSU WARNS team identify strengths, barriers, and priorities for future system improvement.

Methods: Initial survey contact occurred on March 30, 2026. The 30-item web survey was based on prior WARNS user surveys and focused on platform use, assessment administration, intervention planning, and user needs. WARNS users from 141 school districts and 632 individual schools or subscribing organizations across four states were contacted by email. The survey closed on April 27, 2026.

Results: A total of 258 individuals responded to at least part of the survey. Responses were generally positive and emphasized the ease of use of the WARNS online system and the value of recent platform features. Common areas for improvement included additional guidance on interventions and next steps, more training, clearer communication about available resources, and continued attention to item wording. Respondents also noted persistent challenges related to time, staffing, and access to community resources. For a future elementary version of WARNS, respondents most often identified families, teachers, and school specialists as important informants.

Dates: March 30 to April 27, 2026

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Acknowledgements



The Washington Assessment of the Risks and Needs of Students (WARNS) and related products have been sponsored by 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* has provided valuable assistance and guidance throughout the WARNS project.

We also acknowledge the U.S. Department of Education's Institute of Education Sciences for awarding WSU a \$1.4 million grant in 2021 for the further refinement and development of the WARNS assessment and online system. The work reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305A210087 to Washington State University. The opinions expressed are those of the authors and do not represent the views of the Institute or the U.S. Department of Education.

Finally, we are very grateful to the *Becca Task Force Assessment Workgroup* and the *Office of Superintendent of Public Instruction* for their continued support of the WARNS system.

Survey and Report Authorship

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

1.

Administration

Background

The Washington Assessment of the Risks and Needs of Students (WARNS) was implemented in Washington state in September 2017. Since the WSU WARNS system launched on August 15, 2017, nearly 40,000 assessments have been completed. By early 2026, **141** school districts, juvenile courts, and other youth service providers in Washington, Illinois, Minnesota, Pennsylvania, Virginia, and Wisconsin had purchased subscriptions to the high school and middle school assessments for use in **632** individual schools or organizations. At the time of the 2026 User Survey, 2,193 users were registered in the WARNS online system.

Since the 2024 User Survey, the WSU WARNS team has continued to refine the assessment and online system. In August 2025, the final high school and middle school item sets were completed, and the scoring system was updated to support clearer interpretation of assessment results. These updates included replacing the former *Total Risk* score with a *Total Need for Support* score, reported at *Low*, *Moderate*, and *High* levels. The six domain scores continue to be reported using *Low*, *Moderate*, and *High* risk categories. Together, these updates were intended to improve consistency across WARNS reports and help users discuss results and plan appropriate supports with students.

Objectives

The objective of the 2026 WARNS User Survey was to collect updated information from current users of the WARNS online assessment system. The WSU WARNS team sought to better understand how schools, districts, courts, and youth service providers use WARNS to respond to truancy, chronic absenteeism, and related student support needs. The survey also gathered feedback on users' experiences administering the assessment, reviewing and discussing results, using WARNS for intervention planning, and accessing the resources needed to support students after assessment. Given recent updates to the assessment item sets and scoring

system, the survey provided an opportunity to examine how users are engaging with the current WARNS system in practice. Responses will help the WSU WARNS team identify areas where additional guidance, training, communication, or system improvements may be needed to support effective and appropriate use.

Specific aims included determining:

1. The professional roles and organizational contexts of WARNS users.
2. Where in the attendance or truancy process the WARNS is typically administered.
3. Factors that influence whether a student is asked to complete WARNS.
4. Difficulties and barriers to administering the assessment.
5. Ease of use of the online WARNS assessment system.
6. How users review, interpret, and discuss WARNS results with students.
7. How WARNS results are used for intervention and support planning.
8. Who is typically involved in intervention planning.
9. The availability of community resources for supporting students after assessment.
10. User experiences with current WARNS system features, including assessment links, vignettes, score reports, dashboards, and data downloads.
11. User needs related to future development, including additional languages and an elementary version of WARNS.
12. User and organizational demographics.

2.

Implementation

Contacts

The LPRC contacted all active and inactive WARNS users in the database on March 30, 2026, inviting them to complete the survey. The email included a brief survey description, the reasons and objectives, respondent rights, WSU contact information, and a link to the online instrument. Reminder emails were sent on April 6 and April 16, 2026. Data collection closed on April 27, 2026.

Data Security and Handling

The LPRC takes data security, confidentiality, and respondent privacy seriously. No sensitive personal information was collected for this survey. Respondent names and email addresses are not included in survey reporting and cannot be connected to survey responses. The LPRC also adheres to the 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 et al., 2014).

All research staff at the LPRC must complete and maintain Human Subjects Research certification through the Collaborative Institution Training Initiative (CITI). Details on this certification program can be found here: <https://www.citiprogram.org>. However, we note that the survey is for assessment maintenance and improvement, not research.

Reference:

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

Online Instrument

The User Survey was programmed in the WSU Qualtrics survey system. The LPRC follows the Tailored Design Method (TDM) for survey design, question configuration, and procedures (Dillman, 2014). Respondents were provided with a link to the online instrument, and all collected data were stored on Qualtrics' secure servers. The introduction to the survey reminded respondents of the survey's purpose and the confidentiality of their responses. The instrument was programmed to allow respondents to skip any question as they proceeded through the survey.

Reference:

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

Response Rate

A total of **258** individuals accessed the WARNS User Survey, consistent with the 264 responses from 2024. The response rate is the ratio of completed and partially completed surveys to the total survey sample of **1350** (i.e., 258/1350). The initial contact list included 1,803 email addresses, but the final sample was reduced after removing bounce-back messages. The final response rate for the 2026 User Survey was **19.1%**, about six percentage points lower than in 2024. The field period overlapped with spring break for some users, which may have contributed to the lower response rate. Reminders did not appear to overcome this issue.

3.

Results

Survey Responses

Survey responses are reported by individual survey question in the order in which they appeared in the instrument. For questions that included open-ended responses, major themes are summarized with the corresponding quantitative results. Some comments addressed WARNS-specific issues, while others reflected broader challenges related to attendance intervention, staffing, community resources, and student support systems. The WSU WARNS team will use these responses to identify areas where system improvements, user guidance, or additional communication may be helpful.

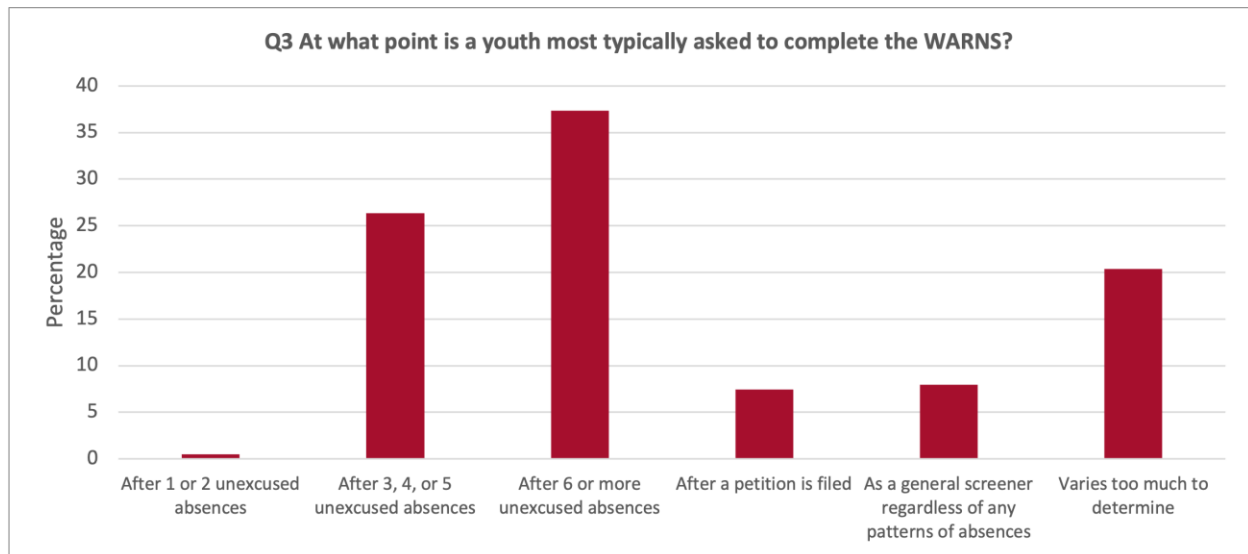
Q2 Approximately how many youth have you personally assessed with the high school or middle school WARNS?

	Frequency	Percent
None	33	16.1%
1 to 10	63	30.7%
11 to 30	45	22.0%
31 to 50	30	14.6%
51-100	16	7.8%
More than 100	18	8.8%
Total	205	100.0%

Survey respondents varied in their level of experience administering the WARNS. The largest group reported personally assessing 1 to 10 youth with the high school or middle school WARNS (30.7%), followed by respondents who had assessed 11 to 30 youth (22.0%). Other respondents reported assessing 31 to 50 youth (14.6%), 51 to 100 youth (7.8%), or more than 100 youth (8.8%). In contrast, 16.1% reported that they had not personally assessed youth with the WARNS.

Q3 At what point is a youth most typically asked to complete the WARNS?

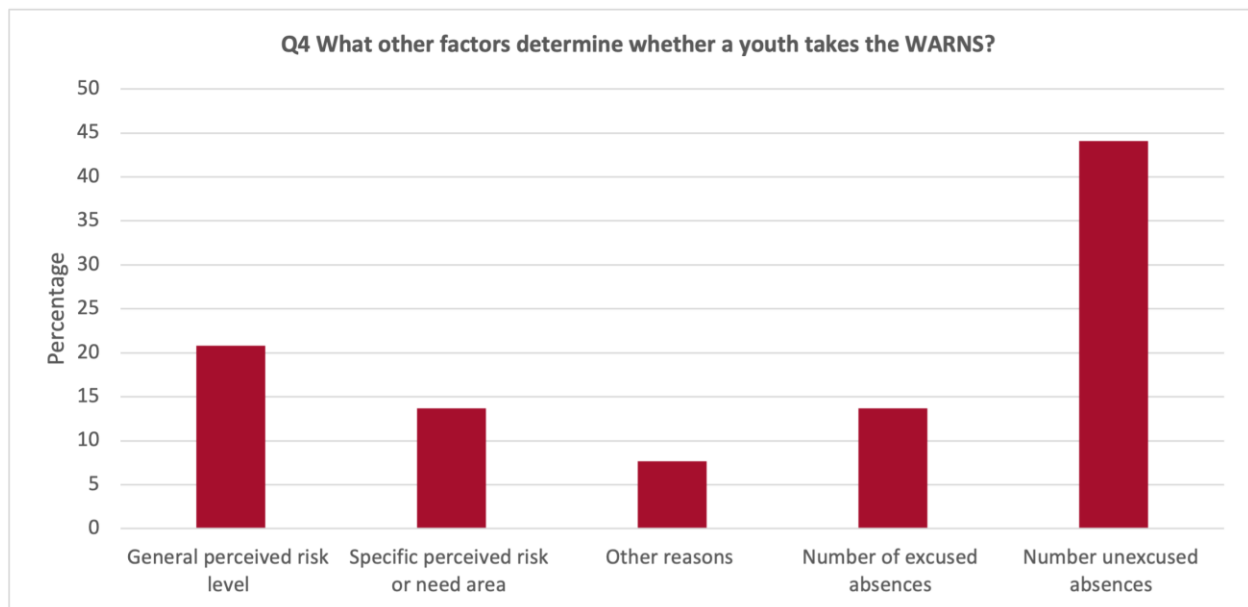
	Frequency	Percent
After 1 or 2 unexcused absences	1	0.5%
After 3, 4, or 5 unexcused absences	53	26.4%
After 6 or more unexcused absences	75	37.3%
Varies too much to determine	41	20.4%
After a petition is filed	15	7.5%
As a general screener regardless of any patterns of absences	16	8.0%
Total	229	100.0%



Youth were most commonly asked to complete the WARNS after reaching higher levels of unexcused absences. The largest proportion of respondents reported that youth typically completed the WARNS after 6 or more unexcused absences (37.3%). The next most common response was after 3, 4, or 5 unexcused absences (26.4%), followed by “varies too much to determine” (20.4%). Smaller percentages reported using the WARNS as a general screener regardless of absence patterns (8.0%), after a petition is filed (7.5%), or after 1 or 2 unexcused absences (0.5%).

**Q4 What other factors determine whether a youth takes the WARNS?
(please select all that apply)**

	Frequency	Percent
General perceived risk level	76	20.8%
Specific perceived risk or need area	50	13.7%
Other reasons	28	7.7%
Number of excused absences	50	13.7%
Number of unexcused absences	161	44.1%
Total	365	100.0%



The number of unexcused absences was the most common factor to trigger the WARNS assessment of a youth (44.1%). General perceived risk level was the next most common factor (20.8%), followed by specific perceived risk or need areas and the number of excused absences (13.7% each). Comments for “Other reasons” most often reflected local process differences, including use of the WARNS for truancy court or probation, reengagement or alternative school intake, mentoring program referrals, and broader screening or case-management needs.

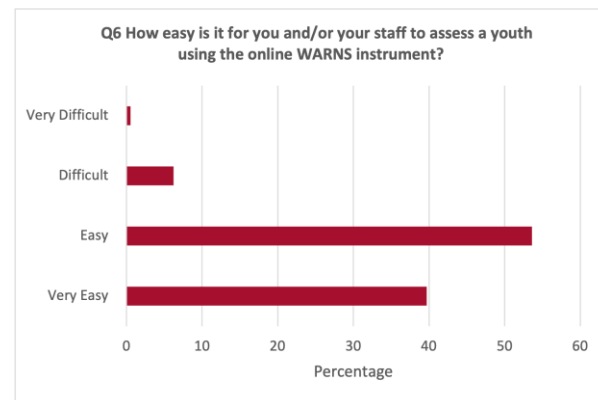
Most respondents reported administering the WARNS individually (85.2%). Smaller percentages reported assessing youth in groups of fewer than 10 (7.9%) or groups of 10 or more youth (6.9%).

Q5 Do you or anyone in your organization assess youth with WARNS in groups?

	Frequency	Percent
Only assess youth individually	173	85.2%
Yes, in groups less than 10 youth	16	7.9%
Yes, in groups greater than or equal to 10 youth	14	6.9%
Total	203	100.0%

Q6 How easy is it for you and/or your staff to assess a youth using the online WARNS instrument?

	Frequency	Percent
Very Easy	77	39.7%
Easy	104	53.6%
Difficult	12	6.2%
Very Difficult	1	0.5%
Total	194	100.0%



Respondents generally described the online WARNS instrument as easy to administer. The largest proportion rated the system as easy (53.6%), followed by very easy (39.7%). Comments generally described the platform as straightforward, user-friendly, easy for students to navigate, and useful for generating information that staff can use in conversations with students. Several respondents noted that the assessment itself is easy to administer once the student is present. However, respondents distinguished between the usability of the online platform and the practical challenges of administering the assessment. The most common practical challenge was reaching chronically absent students.

Q8 Do you discuss the WARNS results with the youth you assess?

	Frequency	Percent
Yes	131	66.8%
No	65	33.2%
Total	196	100.0%

Q9 How useful have your discussions of results been with the youth you have assessed?

	Frequency	Percent
Very useful	25	19.8%
Somewhat useful	84	66.7%
Not very useful	15	11.9%
Not at all useful	2	1.6%
Total	126	100.0%

Most respondents (66.8%) reported discussing WARNS results with the youth they assess, while 33.2% reported that they do not. Among respondents who discussed results with youth, the largest group described those discussions as somewhat useful (66.7%), followed by very useful (19.8%). Smaller percentages described the discussions as not very useful (11.9%) or not at all useful (1.6%). Open-ended comments indicated that WARNS results can provide a starting point for conversations with students and families. Respondents described the assessment as a way to identify areas of concern, guide conversations about attendance

barriers, help students reflect on their circumstances, and document issues that staff may already be observing. Some respondents noted that the WARNS is especially useful when they do not yet know the student well or when the results help open a conversation about mental health, family circumstances, substance use, or school engagement. Other comments pointed to limits in how useful the discussions can be. Some respondents said the results often confirm what staff already know, particularly for students who have already received several supports before completing the WARNS. Others noted that students may not always be honest or may worry that their responses will get them in trouble.

Q11 When reviewing a student's results, which of the following score(s) do you typically look at, interpret, or use?

	Frequency	Percent
Item-level Responses	76	24.8%
Six Risk Domain Scores	128	41.7%
Total Need for Support Score	103	33.6%
Total	307	100.0%

When reviewing student results, respondents most commonly reported using the six risk domain scores (41.7%). The Total Need for Support score represented 33.6% of selected responses, and item-level responses represented 24.8%. Comments suggested that some respondents primarily administer the WARNS, while interpretation and follow-up are handled by counselors or attendance teams. Others indicated that they review all results, share results with counselors, or use the information primarily to support attendance-related follow-up.

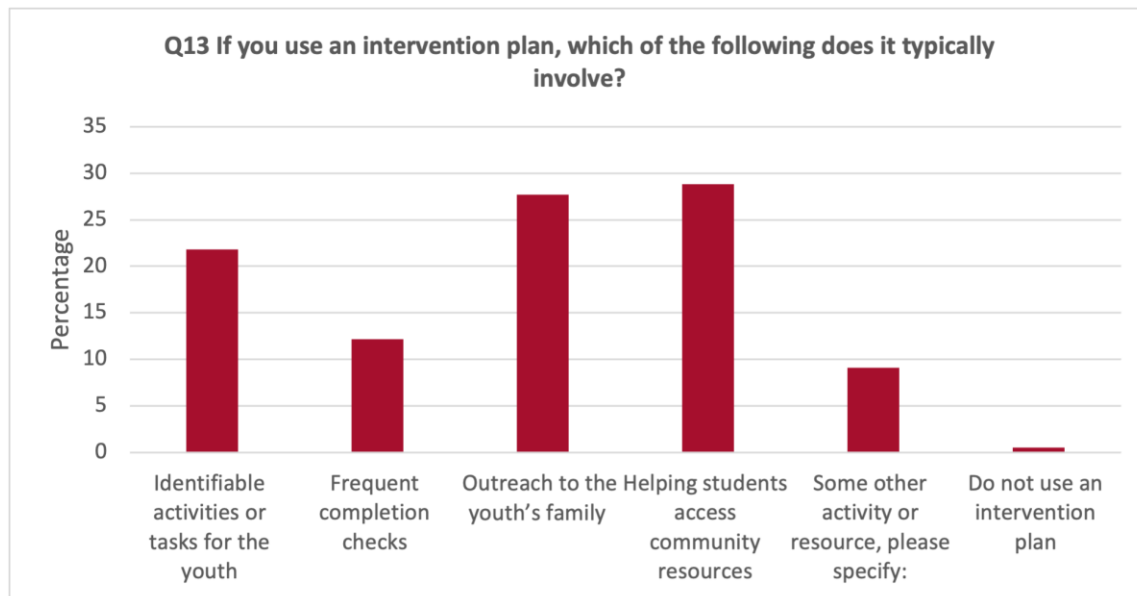
Q12 Do you develop or use an intervention plan with the youth after the assessment?

	Frequency	Percent
Yes, always.	25	13.7%
Sometimes, depending on their risk levels.	126	68.9%
No	32	17.5%
Total	183	100.0%

About 80% of respondents indicated that they develop or use an intervention plan after administering the assessment, either *always* (13.7%) or *depending on the youth's risk level* (68.9%). Comments suggested that WARNS results are often used as one piece of a larger intervention process. Some respondents described using the results to refer students to counselors, attendance teams, court processes, community partners, or school-based supports. Others noted that intervention plans are sometimes already in place by the time the WARNS is administered.

Q13 If you use an intervention plan, which of the following does it typically involve? (Please check all that apply)

	Frequency	Percent
Identifiable activities or tasks for the youth	84	21.8%
Frequent completion checks	47	12.2%
Outreach to the youth's family	107	27.7%
Helping students access community resources	111	28.8%
Some other activity or resource, please specify:	35	9.1%
Do not use an intervention plan	2	0.5%
Total	386	100.0%



Respondents who used intervention plans most often reported that those plans involved helping students access community resources (28.8%) or outreach to the youth's family (27.7%). Identifiable activities or tasks for the youth represented 21.8% of selected responses, and frequent completion checks represented 12.2%. Specific activities mentioned included school-based supports, counseling or service referrals, attendance planning, and individualized case-management strategies. Several respondents also emphasized that intervention plans vary depending on the student's needs, available resources, and the conversation that follows the assessment.

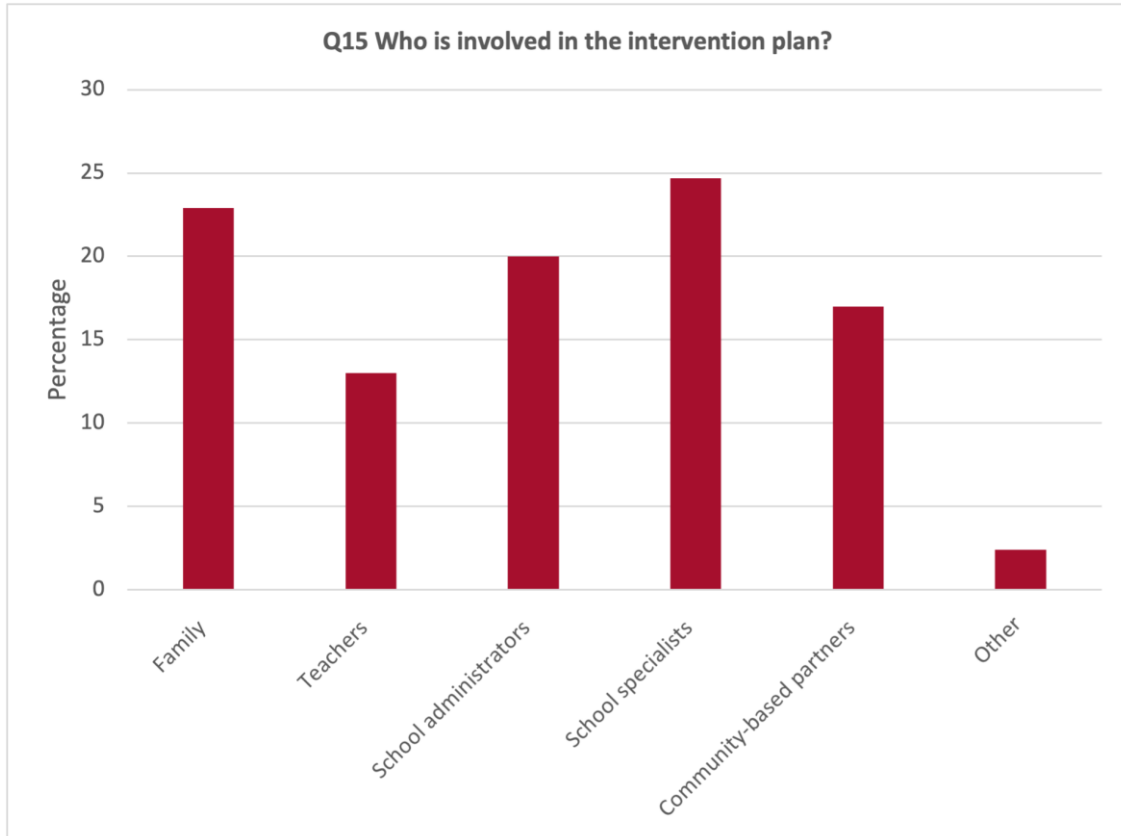
Q14 Are intervention plans ever limited or not practical due to a lack of community resources (e.g., school personnel, technology or infrastructure, local community partnerships, state-wide partnerships, etc.)?

	Frequency	Percent
Yes	79	57.2%
No	59	42.8%
Total	138	100.0%

A majority of respondents (57.2%) reported that intervention plans are sometimes limited or not practical because of insufficient community resources. Comments revealed various challenges, including limited access to mental health counseling, long waitlists, insufficient school personnel, lack of community partners, lack of housing supports, transportation barriers, financial barriers, and challenges with family engagement and follow-through.

Q15 Who is involved in the intervention plan? (Please check all that apply)

	Frequency	Percent
Family	113	22.9%
Teachers	64	13.0%
School administrators	99	20.0%
School specialists	122	24.7%
Community-based partners	84	17.0%
Other	12	2.4%
Total	494	100.0%



When asked who is typically involved in intervention plans, respondents most commonly named school specialists (24.7%), followed by family members (22.9%), school administrators (20.0%), community-based partners (17.0%), and teachers (13.0%). Respondents who selected “Other” identified roles including probation officers, juvenile court representatives, truancy and attendance office staff, and school counselors.

Q16 Please rank which community resources are most frequently identified for your youth in your service area. Drag the most (1) to least (3) frequently identified resources from the list to inside the box.

Rank	Academic support	Substance abuse services	Mental health counseling	Career counseling	Social	Family services	Spiritual/religious	Some other resource
1	32 (25%)	10 (7.8%)	67 (52.3%)	3 (2.3%)	5 (3.9%)	8 (6.3%)	1 (0.8%)	2 (1.6%)
2	36 (28.3%)	27 (21.3%)	35 (27.6%)	4 (3.1%)	6 (4.7%)	18 (14.2%)	0 (0.0%)	1 (0.8%)
3	28 (23.0%)	20 (16.4%)	19 (15.6%)	7 (1.6%)	19 (15.6%)	26 (21.3%)	0 (0.0%)	3 (2.4%)
4	1 (9.1%)	3 (27.3%)	0 (0.0%)	2 (18.2%)	3 (27.3%)	1 (9.1%)	1 (9.1%)	0 (0.0%)
5	2 (33.3%)	0 (0.0%)	0 (0.0%)	1 (16.7%)	2 (33.3%)	1 (16.7%)	0 (0.0%)	0 (0.0%)
6	0 (0.0%)	1 (16.7%)	0 (0.0%)	3 (50.0%)	1 (16.7%)	0 (0.0%)	1 (16.7%)	0 (0.0%)
7	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (16.7%)	1 (16.7%)	0 (0.0%)	3 (50.0%)	1 (16.7%)
8	1 (16.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	8 (80.0%)	0 (0.0%)	1 (16.7%)	0 (0.0%)

* Percentages represent the percentage of responses across the row (rank level)

Respondents were also asked to rank the community resources most frequently identified for youth in their service area. Mental health counseling was the top-ranked resource for the largest share of respondents (52.3%), followed by academic support (25.0%). Across the top three rankings, mental health counseling appeared most often, named in the top three by 94.5% of respondents, followed by academic support (75.0%) and substance abuse services (44.5%). Respondents who ranked a resource not listed in the provided options identified housing supports, truancy outreach, community truancy boards, and school activity involvement.

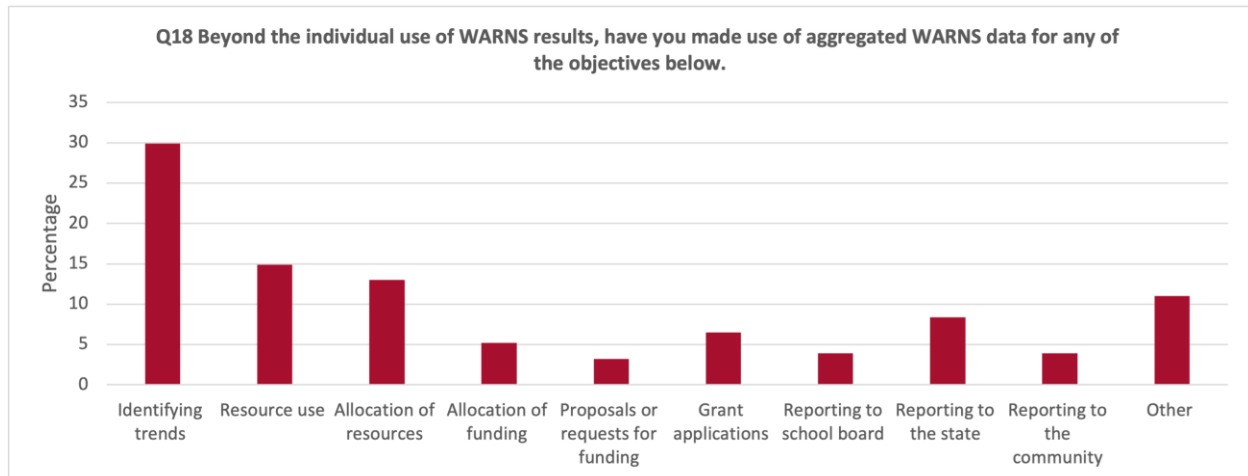
Q17 Do you face barriers or challenges to the process of implementing the WARNS for intervention planning?

	Frequency	Percent
Yes	52	37.4%
No	87	62.6%
Total	139	100.0%

Most respondents (62.6%) reported no barriers to implementing the WARNS for intervention planning. Among the 37.4% who indicated barriers, the most commonly cited challenges were administering the assessment to chronically absent students and having sufficient time and staff to administer the assessment and follow up.

Q18 Beyond the individual use of WARNS results, have you made use of aggregated WARNS data for any of the objectives below. (Please check all that apply)

	Frequency	Percent
Identifying trends	46	29.9%
Resource use	23	14.9%
Allocation of resources	20	13.0%
Allocation of funding	8	5.2%
Proposals or requests for funding	5	3.2%
Grant applications	10	6.5%
Reporting to school board	6	3.9%
Reporting to the state	13	8.4%
Reporting to the community	6	3.9%
Other	17	11.0%
Total	154	100.0%

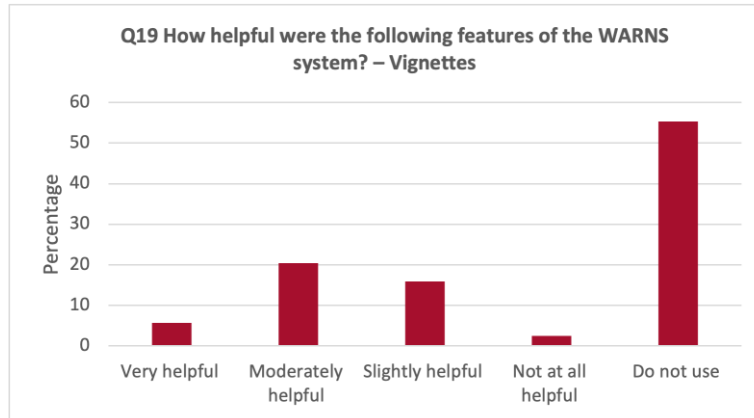


Respondents reported using aggregate WARNS data for several purposes, most commonly to identify trends (29.9%), examine resource use (14.9%), and support allocation of resources (13.0%). Among respondents who selected “Other” (11.0%), comments indicated that many do not use aggregate WARNS data or that administrators are responsible for using those data.

Q19 How helpful were the following features of the WARNS system?							
	Vignettes	Assessment Links	Spanish Translation	Online Trainings	Data Dashboard	Data Download	Biannual Newsletter
Very helpful	9 (5.7%)	55 (35.0%)	54 (33.8%)	15 (9.5%)	57 (35.2%)	55 (34.2%)	7 (4.7%)
Moderately helpful	32 (20.4%)	42 (26.8%)	19 (11.9%)	30 (19.0%)	48 (29.6%)	37 (23.0%)	20 (13.5%)
Slightly helpful	25 (15.9%)	17 (10.8%)	16 (10.0%)	24 (15.2%)	24 (14.8%)	20 (12.4%)	25 (16.9%)
Not at all helpful	4 (2.5%)	0 (0.0%)	2 (1.3%)	5 (3.2%)	2 (1.2%)	1 (0.6%)	2 (1.4%)
Do not use	87 (55.4%)	43 (27.4%)	69 (43.1%)	84 (53.2%)	31 (19.1%)	48 (29.8%)	94 (63.5%)
Total	157	157	160	158	162	161	148

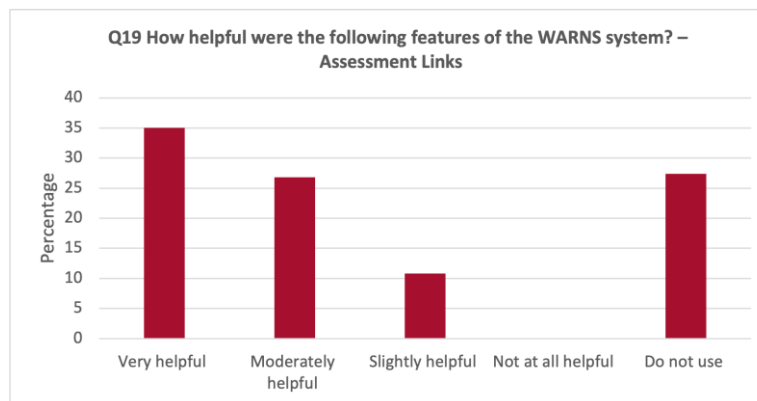
* Percentages represent the percentage of responses across the column (WARNS feature)

Respondents were asked to rate how helpful several WARNS system features have been in their work, including vignettes, assessment links, Spanish translation, online trainings, the data dashboard, data download, and the biannual newsletter. The table above summarizes response percentages for each feature, including the percentage of respondents who reported that they do not use the feature. In the feature-specific summaries below, helpfulness percentages are calculated only among respondents who reported using the feature.



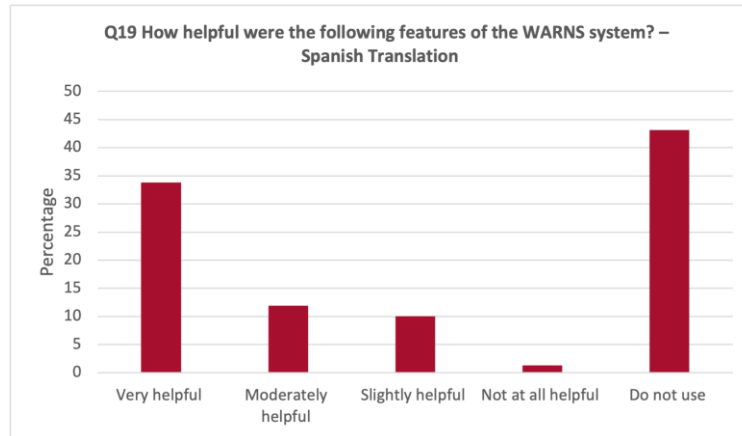
Vignettes

About half of the respondents (55.4%) reported that they do not use the Vignettes feature. Among respondents who use Vignettes, most rated them moderately helpful (45.7%) or slightly helpful (35.7%). In comments about improving the current WARNS features, one respondent suggested expanding the topics covered by the Vignettes: *“The vignettes are somewhat limited in their effectiveness for high school students. I would appreciate having a broader range of options, as this would allow for greater flexibility when working with a student and help engage them across a variety of situations.”*



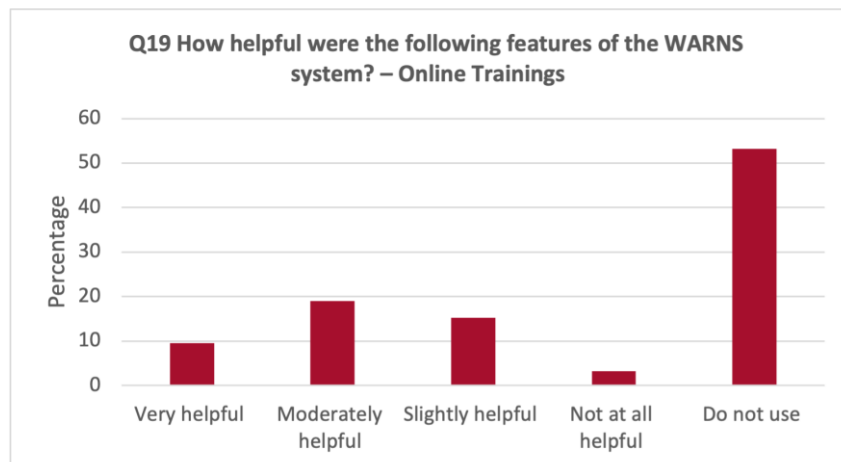
Assessment Links

About one-quarter of respondents (27.4%) reported that they do not use Assessment Links. Among respondents who use the Assessment Links, most rated the feature very helpful (48.2%) or moderately helpful (36.8%). Only 14.9% of respondents who use the Assessment Links found them slightly helpful, and no respondents found this feature not at all helpful.



Spanish Translation

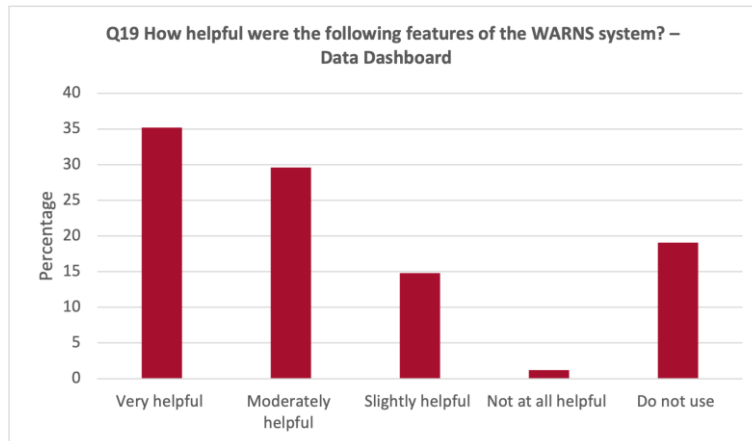
Nearly half of respondents (43.1%) reported that they do not use the Spanish Translation of the WARNS. Among respondents who use the Spanish Translation, most rated the feature very helpful (59.3%). Only a very small proportion of respondents found the Spanish Translation not at all helpful (2.2%).



Online Trainings

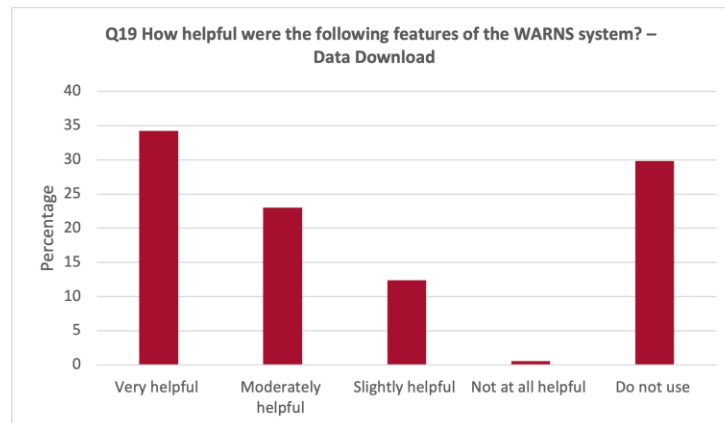
Most respondents (53.2%) reported that they do not use the Online Training videos. Among those who do use them, respondents most often rated the videos as moderately helpful (40.5%) or slightly helpful (32.43%). Only a small percentage of respondents who use the online trainings reported that the videos were not at all helpful (6.8%). Some respondents commented that annual trainings or tutorials on how to use the WARNS would be helpful. One respondent stated, *“I think it would be good for users to have an annual training on the many features that the WARNS provides schools.”* Another respondent described a similar need for training on how to use some of the features: *“I feel like we need a tutorial on how to administer the WARNS with one student. How to do such with a group of students. How to do such remotely. In our*

district attendance timeline, I have put YouTube link that you shared with us a while back; however, I'd love to have one that encompasses the above." We want to remind users that our website includes online training videos, which cover how to perform an assessment and an introduction to our platform features. The training videos can be found here: <https://warns.wsu.edu/getting-started/training/>



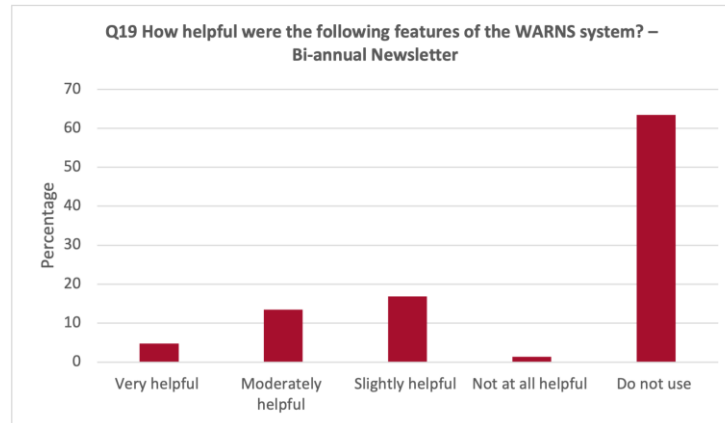
Data Dashboard

A majority of respondents found the Data Dashboard moderately (29.6%) to very (35.2%) helpful. Few respondents found this feature not at all helpful (1.2%), and some reported that they do not use the Data Dashboard (19.1%). Some of the respondents expressed difficulty accessing the data. More specifically, one respondent stated that confirming assessments is difficult: *"Accessing the data is cumbersome. Having to confirm the tests is difficult because we assess multiple kids at a time, and having only the ID number is not ideal. ... The information is valuable, but it is difficult to access and takes too much time to access and confirm. I think the need to confirm the test could completely be removed."*



Data Download

Almost a third of the respondents (29.8%) reported that they do not use the Data Download feature. Of those who use the Data Download feature, most respondents found it moderately (32.7%) to very (48.7%) helpful.



Biannual Newsletter

The majority of respondents reported that they do not use the Biannual Newsletter (63.5%). Of those who use the Newsletter, most respondents found it slightly (46.3%) to moderately (37.0%) helpful. The Biannual Newsletter is a new feature, and we sent our first issue via email in February of this year. We hope that as we continue creating the newsletter, this will be a useful tool to inform our users of our ongoing work, new features to our platform, and provide additional resources that may be beneficial to the community. The first issue of the Newsletter can be found on the WARNS website.

Other Comments

Item wording. A few of the respondents commented on the wording of the WARNS items. One respondent stated that the wording of some of the items can be confusing to students: “For example, the wording of the question about siblings dropping out of high school always confuses students, silly I know, but they almost always select ‘I don’t have siblings’. We also get a lot of questions about ‘What is foster care?’ They don’t always know what that means and get confused.” Additionally, another respondent commented on the wording of one of the domains: “Change ‘Peer Deviance’ to ‘Peers’.”

Intervention recommendations. Many of the respondents shared that having recommendations for interventions based on the WARNS results would be helpful: “You may already have them, but ideas of various intervention ideas that cover the various risk areas a student may have in both urban and rural locations. A list of ideas may spark more ideas that may be useful in our community.” Another respondent made a similar comment and stated that recommendations would also be helpful for students and families.

As we begin development of an elementary-age version of the WARNS, we asked respondents to rank which informants would provide the most useful information about the students.

Q21 For the development of an elementary version of WARNS, please rank the following informants who provide accurate and useful information about student experiences. Drag the most desirable (1) to least desirable (3) informant from the list to inside the box.

Rank	Family	Teachers	School Administrators	School Specialists	Another informant	Total
1	55 (43.7%)	31 (24.6%)	9 (7.1%)	29 (23.0%)	2 (1.6%)	126
2	29 (23.2%)	48 (38.4%)	9 (7.2%)	38 (30.4%)	1 (0.8%)	125
3	28 (23.0%)	21 (17.2%)	23 (18.9%)	48 (39.2%)	2 (1.6%)	122
4	3 (18.8%)	1 (6.3%)	7 (43.8%)	4 (25.0%)	1 (6.3%)	16
5	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (100%)	1
Total	115 (29.5%)	101 (25.9%)	48 (12.3%)	119 (30.5%)	7 (1.8%)	390

* Percentages represent the percentage of responses across the row (rank level)

Family members were the top-ranked informants and were listed as the most desirable informants by 43.7% of respondents. Teachers were the next most desired informants, with 24.6% of respondents ranking teachers first and 38.4% ranking them second. School Specialists were the next most desired informant, with 23% of respondents ranking them as the most desired, 30.4% ranking them as the second most desired, and 39.2% ranking them as the third most desired informant.

Q22 Do you have a need for WARNS in languages besides English and Spanish?

	Frequency	Percent
Yes	64	39.3%
No	99	60.7%
Total	163	100.0%

Most respondents stated that they did not need WARNS in languages other than English and Spanish. Comments revealed that other commonly needed languages are Chuukese, Russian, Portuguese, Marshallese, Arabic, and more. Russian and Chuukese were among the most common requests for additional languages.

Respondents were asked what content they wanted the WARNS to include. Many of the respondents stated that they wanted questions related to students' technology and social media use. Respondents expressed that it would be beneficial to know how technology use could be impacting students' sleep hygiene: *"I wish it would ask about technology use and how it's impacting the students. I feel this is a huge risk domain and it's changing their human development"* and *"use of technology late at night / sleep issues would be good to think about adding."* Respondents also stated that they would like a domain related to students' future goals: *"I don't remember if there is a section for future goals. That would help schools assist*

the student in career planning based on the student's needs. Our older youth don't report any career planning, and when we hit on their interests, they light up and engage in conversation."

A common content area respondents wanted was questions or space for students to write what support they would need to get them to school: *"Ideas of what they perceive to be their biggest barrier to coming to school. Space for them to say what they need in order to get to school."* One respondent stated that allowing students to provide feedback would allow the student to disclose their needs more easily: *"Student feedback- A student may be able to identify what they need in a survey format rather than discussing with adults."*

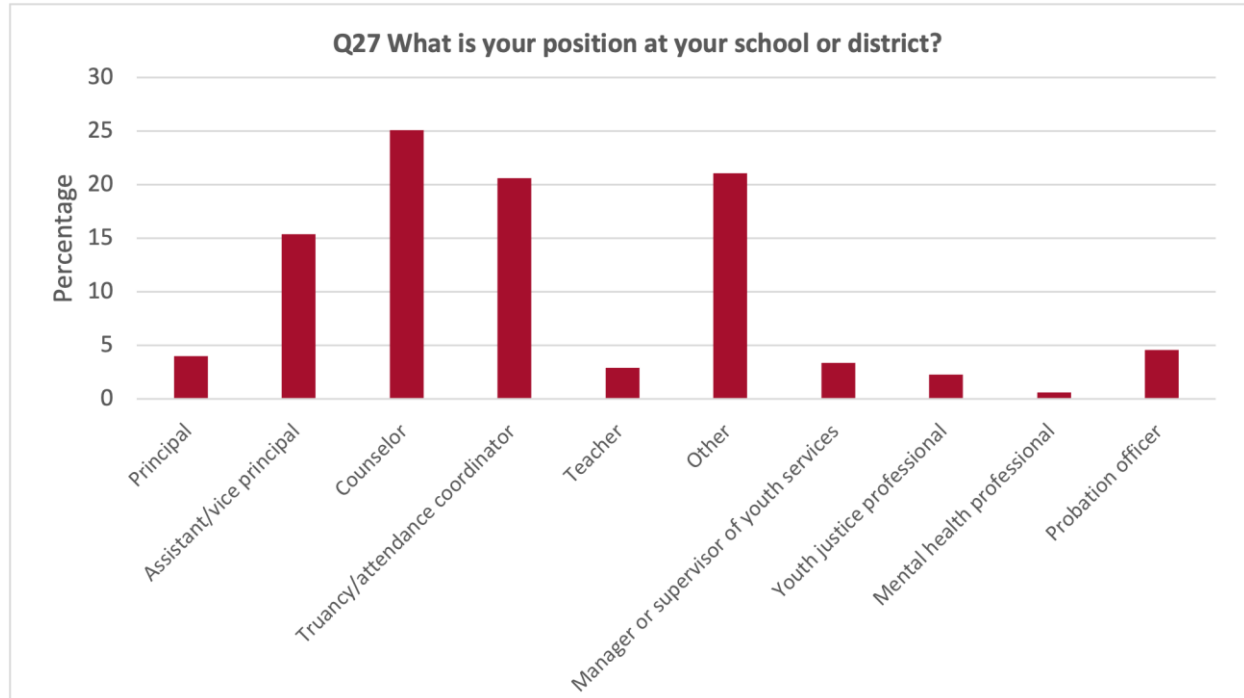
Q25 What type of organization do you work for?

	Frequency	Percent
School or school district (public or private)	141	86.0%
Judicial / Probation	13	7.9%
Non-government youth service organization	3	1.8%
Other	7	4.3%
Total	164	100.0%

The majority of respondents (86%) work in schools or school districts, while a smaller percentage work in judicial/probation organizations (7.9%) and non-government youth service organizations (1.8%).

Q27 What is your position at your school or district? (please select all that apply)

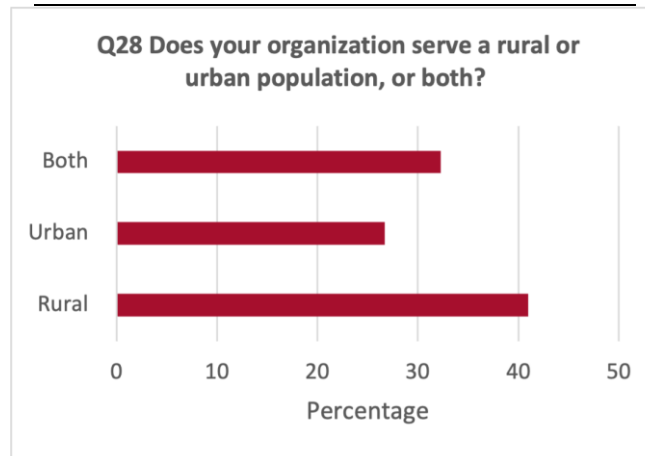
	Frequency	Percent
Principal	7	4.0%
Assistant/vice principal	27	15.4%
Counselor	44	25.1%
Truancy/attendance coordinator	36	20.6%
Teacher	5	2.9%
Other	37	21.1%
Manager or supervisor of youth services	6	3.4%
Youth justice professional	4	2.3%
Mental health professional	1	0.6%
Probation officer	8	4.6%
Total	175	100.0%



The most common roles among respondents were Counselor (25.1%), Other (21.1%), Truancy/Attendance Coordinator (20.6%), and assistant/vice principals (15.4%). The comments field produced a wide variety of additional position titles, including behavior specialists, student support specialists, dean of students, social worker, and family engagement or outreach specialists.

Q28 Does your organization serve a rural or urban population, or both?

	Frequency	Percent
Rural	66	41.0%
Urban	43	26.7%
Both	52	32.3%
Total	161	100.0%



Most respondents' organizations served rural populations (41.0%), followed by both rural and urban populations (32.3%), and solely urban populations (26.7%).

Q42 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.

"Appreciate your team!"

"I think this assessment does a good job of being simple enough and also trying to get kids to be honest in the assessment. But, it is only as helpful as the student is honest. Interventions options/suggestions within the survey might be helpful also."

"Our approach to WARNS changes significantly when we started using the consent form with students. I didn't know it existed until this year and think it should be a part of the training when a school signs up to use WARNS. Giving students autonomy and the ability to say no to the assessment (even if they still chose to do it) has been a game changer. It helps me guide them through understanding confidentiality and lets them choose how much information they want to share with us. I've had much better interactions with students because of it."

4.

Instrument

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

Web Survey

INTRODUCTION

Welcome to the WARNS User Survey! Your responses are important in helping the WSU WARNS team address the needs of schools and youth services providers in improving school attendance and engagement. The information you provide will help us improve the delivery and accessibility of the WARNS assessments.

This survey is approximately **30 questions** and should take **about 10-15 minutes** to complete. Your responses are anonymous, and no identifying information will be included with our results.

If you quit the survey before completing, you can resume where you left off by clicking the same link on the same computer.

Thank you!

USER CONTEXT

Q1 Approximately how many youth have you personally assessed with the high school or middle school WARNS?

- ☐ 1-2 years (1)
- ☐ 3-5 years (2)
- ☐ More than 5 years (3)

Q2 Approximately how many youth have you *personally* assessed with the high school or middle school WARNS?

- ☐ None (5)
- ☐ 1 to 10 (1)
- ☐ 11 to 30 (2)
- ☐ 31 to 50 (3)
- ☐ 51 to 100 (4)
- ☐ More than 100 (6)

Q3 At what points is a youth typically asked to complete 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)
- ☐ As a general screener regardless of any patterns of absences (6)

Q4 What other factors determine whether a youth takes the WARNS? Please select all that apply.

- ☐ Number of excused absences (4)
 - ☐ Number unexcused absences (5)
 - ☐ General perceived-risk level (1)
 - ☐ Specific perceived-risk or need area (e.g., aggression, depression, substance abuse, etc.) (2)
 - ☐ Other reasons, please specify: (3)
-

Q5 Do you or anyone in your organization assess youth with WARNS in *groups*?

- ☐ Yes, in groups greater than or equal to 10 youth (1)
- ☐ Yes, in groups less than 10 youth (2)
- ☐ Only assess youth individually (3)

ADMINISTRATION & USABILITY

Q6 How easy is it for you and/or your staff to assess a youth using the online WARNS instrument?

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

Q7 Please provide comments on the ease of assessing youth using the online WARNS instrument:

Q8 Do you discuss the WARNS results with the youth you assess?

- ☐ No (1)
- ☐ Yes (2)

Display this question if: Q11 Have you administered the Spanish translation of the High School or Middle School WARNS? = Yes is selected

Q9 How useful have your discussions of results been with the youth you have assessed?

- ☐ Very useful (1)
- ☐ Somewhat useful (2)
- ☐ Not very useful (3)
- ☐ Not at all useful (4)

Display this question if: Q11 Have you administered the Spanish translation of the High School or Middle School WARNS? = Yes is selected

Q10 Please provide any comments on how useful your discussions have been:

USE, INTERVENTION, PLANNING

Q11 When reviewing a student's results, which of the following score(s) do you typically look at, interpret, or use? Please select all that apply.

- ☐ Total Needs for Support Score (1)
 - ☐ Six Risk Domain Scores (2)
 - ☐ Item-level Responses (in Full and Needs versions) (3)
 - ☐ Other, please specify: (4)
-

Q12 Do you develop or use an intervention plan with the student after the assessment?

- ☐ Yes; always (1)
 - ☐ Sometimes, depending on their need or risk levels (2)
 - ☐ No, please share how you use the WARNS results: (3)
-

Display this if: Q12 If Do you develop or use an intervention plan with the student after the assessment? = Yes, always is selected OR Do you develop or use an intervention plan with the student after the assessment? = Sometimes, depending on their need or risk levels is selected

Q13 If you use an intervention plan, which of the following does it typically involve? Please check all that apply.

- ☐ Identifiable activities or tasks for youth (1)
 - ☐ Frequent completion checks (2)
 - ☐ Involving the youth's family (3)
 - ☐ Involving community resources (4)
 - ☐ Some other activity or resource, please specify: (5)
-
- ☐ Do not use an intervention plan (6)

Display this if: Q12 If Do you develop or use an intervention plan with the student after the assessment? = Yes, always is selected OR Do you develop or use an intervention plan with the student after the assessment? = Sometimes, depending on their need or risk levels is selected

Q14 Are intervention plans ever limited or not practical due to a lack of community resources (e.g., school personnel, technology or infrastructure, local community partnerships, state-wide partnerships, etc.)?

- ☐ No (1)
- ☐ Yes, please clarify the barriers (2)
-

Display this if: Q12 If Do you develop or use an intervention plan with the student after the assessment? = Yes, always is selected OR Do you develop or use an intervention plan with the student after the assessment? = Sometimes, depending on their need or risk levels is selected

Q15 Who is typically involved in the intervention plans? Please check all that apply.

- ☐ Family (e.g., parents, guardians, or caregivers) (1)
- ☐ Teachers (e.g., general or special education) (2)
- ☐ School administrators (e.g., Principals, Assistant Principals, or Deans) (3)
- ☐ School specialists (e.g., counselors, social workers) (4)
- ☐ Community-based partners (e.g., mental health providers, service providers, or housing support specialists) (5)
- ☐ Some other activity or resource, please specify: (5)
-

Display this if: Q12 If Do you develop or use an intervention plan with the student after the assessment? = Yes, always is selected OR Do you develop or use an intervention plan with the student after the assessment? = Sometimes, depending on their need or risk levels is selected

Q16 Please rank the community resources that are most frequently identified for youth in your service area. Drag the most (1) to least (3) frequently identified resources from the list to inside the box.

- _____ 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)

Display this if: Q12 If Do you develop or use an intervention plan with the student after the assessment? = Yes, always is selected OR Do you develop or use an intervention plan with the student after the assessment? = Sometimes, depending on their need or risk levels is selected

Q17 Do you face barriers or challenges to the process of implementing the WARNS for intervention planning?

- ☐ No (1)
- ☐ Yes, please specify the barriers (2)

Display this if: Q12 If Do you develop or use an intervention plan with the student after the assessment? = Yes, always is selected OR Do you develop or use an intervention plan with the student after the assessment? = Sometimes, depending on their needs or risk levels is selected

Q18 Beyond the individual use of WARNS results, have you made use of aggregated (group-level) WARNS data for any of the objectives below? Please check all that apply.

- _____ Identifying trends (1)
- _____ Resource use (2)
- _____ Allocation of resources (e.g., number of people, amount of time) (3)
- _____ Allocation of funding (4)
- _____ Proposals or requests for funding (5)
- _____ Grant applications (6)
- _____ Reporting to a school board (7)
- _____ Reporting to the community (8)
- _____ Reporting to the state (e.g., county, judicial system, state government) (9)
- _____ Other, please specify: (10)

FEATURES

Q19 How helpful were the following features of the WARNS system?

- ☐ Vignettes (1)
- ☐ Assessment Links (2)
- ☐ Spanish Translation (3)
- ☐ Data Dashboard (4)
- ☐ Data Download (5)
- ☐ Bi-Annual Newsletter (6)

Q20 Please suggest ways that we can improve any of the current features:

FUTURE DEVELOPMENTS

Q21 For the development of an elementary version of WARNS, please rank the following informants who provide accurate and useful information about student experiences. Drag the most desirable (1) to least desirable (3) informant from the list to inside the box.

- _____ Family (e.g., parents, guardians, or caregivers) (1)
- _____ Teachers (e.g., general or special education) (2)
- _____ School administrators (e.g., Principals, Assistant Principals, or Deans) (3)
- _____ School specialists (e.g., counselors, social workers) (4)
- _____ Another informant, please specify: (5)

Q22 Do you have a need for WARNS in languages besides English and Spanish?

- ☐ No (1)
- ☐ Yes, please specify the language (2)

Q23 What other *content* (i.e., topics, questions, statements) do you wish WARNS could include in the future? Please describe the new content you would find valuable:

Q24 What other *system features* (i.e., capabilities, templates, guidance) do you wish WARNS could provide in the future? Please describe the new features you would find helpful:

ORGANIZATIONAL BACKGROUND

Q25 What type of organization do work for?

- ☐ School or school district (public or private) (1)
- ☐ Judicial / Probation (2)
- ☐ Non-government youth service organization (3)
- ☐ Other, please specify: (4)

Q26 What is the name of the organization you work for?

Q27 What is your position in your organization? (Please select all that apply)

- ☐ Teacher (1)
 - ☐ Principal (2)
 - ☐ Assistant/vice principal (3)
 - ☐ Counselor (4)
 - ☐ Truancy/attendance coordinator (5)
 - ☐ Manager or supervisor of youth services (6)
 - ☐ Youth justice professional (7)
 - ☐ Probation officer (8)
 - ☐ Mental health professional (9)
 - ☐ Other, please comment: (5)
-

Q28 Does your organization serve a rural or urban population, or both?

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

Q29 What are the major attendance and engagement issues that you are currently facing in your local context (e.g., school, organization, etc.)?

Q30 Thank you for taking the time to respond. If you have any other comments you would like to include, you may leave them in the box below.

END OF SURVEY

Respondents will be redirected to <http://warns.wsu.edu>

Contact Emails

Initial Contact



Dear [First Name]

We invite you to participate in the WARNS User Survey 2026. Your feedback is important. Your responses will help the WARNS team improve the assessment's accessibility, usability, and impact for schools and youth-serving organizations. The survey includes 30 questions, takes about 10–15 minutes to complete, and is anonymous.

Please access the survey using this link:

[WARNS User Survey 2026 Link](#)

Or complete the survey on your mobile phone using this QR code:



Thank you for your time and for supporting the continuous improvement of the WARNS. If you have any questions, please contact Brian French (frenchb@wsu.edu).

Sincerely,

The WARNS Team



The WARNS Team

College of Education, Sport, and Human Sciences

Learning & Performance Research Center

Washington State University

Website: <https://warns.wsu.edu>

Email: WARNS@wsu.edu

Second Contact

Dear <FIRSTNAME>,

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

As a subscriber to WARNS, your feedback will be critical in helping us improve the system.

The survey takes about 10-15 minutes to complete. Specifically, we are interested in understanding your experience with the WARNS online platform, and 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:

[WARNS User Survey 2026 Link](#)



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

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

With appreciation,
Brian French

The WARNS Team



The WARNS Team

College of Education, Sport, and Human Sciences
Learning & Performance Research Center
Washington State University
Website: <https://warns.wsu.edu>
Email: WARNS@wsu.edu

Final Contact

Dear <FIRSTNAME>,

We do not track who has responded to the WARNS survey to keep responses anonymous. If you responded or wish not to respond, please ignore the remainder of the message.

If you have not yet had a chance to respond, we would be grateful if you could take a few minutes to do so now. Your perspective is important. Your time responding will be greatly appreciated.

To provide your feedback, please click on the following link or copy it into your web browser:

[WARNS User Survey 2026 Link](#)



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

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

With appreciation,
Brian French

The WARNS Team



The WARNS Team

College of Education, Sport, and Human Sciences
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5.

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