

How to Design an Early Warning System (EWS) that Increases the Graduation Success of Students with Disabilities



The Definition and Need for EWS The Definition: The Need: According to the National Technical One in four public school students in the United States fails to graduate from high school. Assistance EWS enables educators to identify and support Center on Transition: The students to keep them on track for a timely Collaborative (NTACT:C), "Early graduation and prepared for college and career Warning Systems (EWS) ... are The decision to dropout is not sudden, but a slow tools that analyze individual studentprocess of disengagement over time. level data and estimate each student's Disengaged behaviors are the most predictive of students at risk of dropping out of high school risk of dropping out of school or (more than race, native language, income level). completing on time" (2017, p. 1). (Bruce, Bridgeland, Fox, & Balfanz, 2011)

led by the Florid: (BEESS), through

Summary of Early Warning Indicators in 1001.42, (F.S.) Early warning indicators are among information and data now required in school improvement plans (SIP): Early warning indicators Attendance below 90%, regardless of whether absence is excused or a result of out-of-school suspension. • One or more suspensions, whether in school or out of school Course failure in English Language Arts or Mathematics. A Level I score on the statewide, standardized assessments in English Language Arts or Mathematics.

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Intervention strategies employed by schools. School-based team.

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Legislation: Section 1001.42, Florida Statutes (F.S.) Must include indicators below and may include Requires an EWS School-Based additional indicators: Team to: Attendance below 90 percent (excused and unexcused absences).

- One or more suspensions, whether in school or out of school.
- Course failure in English Language Arts or mathematics during any grading period.
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics or, for students in kindergarten through grade 3, a substantial reading deficiency under s. <u>1008.25</u>(5)(a).



- Identify and implement the EWS intervention strategies.
- Monitor the EWS data/outcomes.





























| | | | (Part | 1) | | | | | - |
|----------|--------------|------------------|-----------------|--------------------|-----------------|----------------------------------|------------------|---------------|------------------------|
| ۵. | | School Number | School Name | Total Graduates | Total Cohort | Total Federal Graduation Rate | ESE Graduates | ESE Cohort | ESE Graduation Rate |
| ш | True | 0001 | High School 1 | 106 | 120 | 88.33 | 10 | 10 | 100.00 |
| H | IWO | 0002 | High School 2 | 178 | 191 | 93.19 | 15 | 18 | 83.33 |
| S | | 0003 | High School 3 | 610 | 770 | 79.22 | 53 | 84 | 63.10 |
| | | 0004 | High School 4 | 376 | 509 | 73.87 | 47 | 77 | 61.04 |
| | Review | 9999 | DISTRICT TOTALS | 2,549 | 3,347 | 76.16 | 226 | 428 | 52.80 |
| | Graduation | 9999 | STATE TOTALS | 149,430 | 197,709 | 75.58 | 12,698 | 24,267 | 52.33 |
| | | 0005 | High School 5 | 433 | 574 | 75.44 | 47 | 91 | 51.65 |
| | Jata from | 0006 | High School 6 | 472 | 634 | 74.45 | 33 | 73 | 45.21 |
| | | 0007 | High School 7 | 170 | 273 | 62.27 | 17 | 43 | 39.53 |
| | revious rear | 0008 | High School 8 | 1 | 18 | 5.56 | 0 | 16 | 0.00 |
| | | 0009 | High School 9 | • | • | • | • | • | • |
| | | 0010 | High School 10 | • | • | • | | • | • |
| | | 0011 | High School 11 | 197 | 198 | 99.49 | • | • | • |
| | | v | Virtual School | 6 | 29 | 20.69 | • | • | • |
| | | 0012 | High School 12 | • | • | • | | | |













- Select "High School Graduation Rates"
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- W3D-Any PK-12 student who withdraws to attend a DJJ school in another district in Florida.
- □ W3E-Any PK-12 student who withdraws to attend a DJJ school in the same district.

Appendix A: https://www.fidoe.org/core/fileparse.php/20606/urlt/2324-appenda.xls Please note, the Attendance Codes are updated at least annually.





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Examine Data Sources and Surprising **Rise in Biology Failures** New Data Gathered Result of Data Data Source Identification of students at risk Exami n of acar ed cours ilures for freshman biology across ourse data (Regular EWS of not graduating due to biology data) all teachers compared with prior course failure. Root cause is not related to specific teachers. Root cause is not identified. Communication with biology teachers – Supplemental data There were no significant changes to the course scope and sequence or Root cause is not related to changes in the biology course curriculum. curriculum. Root cause is identified. Investigation into the sequence Recent changes in the science of science courses leading to biology – Supplemental data sequence omitted prerequisite biology standards that were previously taught.

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- Adherence: Is the interventionist implementing all components of the intervention, in the way intended based on research?
- Quality of Delivery: How well is the intervention being delivered? Are good teaching practices used? Is the teacher engaged and animated in delivery?
- Program Specificity: Is the intervention well defined? Does the intervention differ from other interventions we have in place at the school?
 Adapted from: Early Warning Intervention and Monitoring System Implementation Guide (2004)
- Student Engagement: Is the student engaged and involved in the intervention?
 Monitoring System Imp Imperviewsata congities Imperviewsata congities
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Monitor Student Progress and the Intervention's Effectiveness When monitoring student progress, the EWS team will examine students who were previously identified and assigned to an intervention to determine if they are back on track in terms of attendance, behavior and course performance. This analysis is important because a) student success depends on effective use of interventions and b) schools have finite resour rces and must be used as efficiently as possible. Activities include the following: The EWS team will evaluate student progress using the monitoring plan that was created.

Consultation will be scheduled with the intervention stakeholders to obtain their input. This includes school personnel, as well as parents and students.

- The fidelity of intervention implementation will be determined.
- The intervention will continue to be used if the student is making progress toward the goal.

 $\hfill\square$ The intervention will be considered for replacement if the student is not making progress.

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Summary of Early Warning System Fundamentals (Part 2) STEP Step 8 describes how school staff will annually review the EWS Eight process to complete the following: Review and Identify the system's strengths and weaknesses. Refine the Determine where the system needs to be improved or **EWS** Process modified Prepare the team for the next year.

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EWS Resources

Early Warning Systems in Education

https://www.air.org/resource/launch-and-implement-early-warning-systems-education American Institutes for Research (AIR) offers a complete set of services including the design and implementation of early warning systems to help states, districts and schools identify students who are at-risk of missing key educational milestones and create the conditions for students to succeed.

Early Warning Systems in Transition Annotated Bibliography (2017)

https://files.eric.ed.gov/fulltext/ED601051.pdf This annotated bibliography, developed by the National Technical Assistance Center on Transition (NTACT), provides an overview of EWS, places EWS' relevance in transition and provides an annotated bibliograph categorized by study type.

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EWS Resources

Early Warning Systems: Designing Effective Interventions to Improve College and Career

http://www.air.org/sites/default/files/downloads/report/Interventions_to_Improve_College_and_Career_ Readiness_0.pdf This brochure highlights American Institutes for Research (AIR) efforts of using EWS data as actionable

steps in three stages: research, design and implementation and ongoing support

Attendance Works

https://www.attendanceworks.org/resources/toolkits/for-principals-leading-attendance/creating-a-local-<u>toolkit/</u> Attendance Works has developed a toolkit with handouts, activities and local resources that can be easily adapted to support schools and local partners reduce absenteeism

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| EWS Resources |
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| College and Career Readiness and Success (CCRS) Center, Implementation of Early Warning Systems https://corscenter.org/products-resources/early-warning-systems/implementation This webpage of the CCRS provides information on implementation of EWS including downloadable implementation guides specific to middle and high schools. |
| High School Early Warning Intervention Monitoring System Implementation Guide (2013) https://www.air.org/sites/default/files/High-School-Early-Warning-Intervention-Implementation-Guide- March-2013.pdf |
| Middle Grades Early Warning Intervention Monitoring System Implementation Guide (2013) https://www.air.org/sites/default/files/Middle-Grades-Early-Warning-Intervention-Implementation-Guide- February-2013.pdf |

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