Implementing and Monitoring an Early Warning System

Georgia Compensatory Educational Leaders

March 9-11, 2020

Dr. Susan Brozovic, GaDOE State Systemic Improvement Program Specialist

Session Norms

- Place electronics on silence/vibrate.
- Remain engaged in learning.
- Respectfully share opinions.
- Ask questions for clarification to avoid making assumptions.

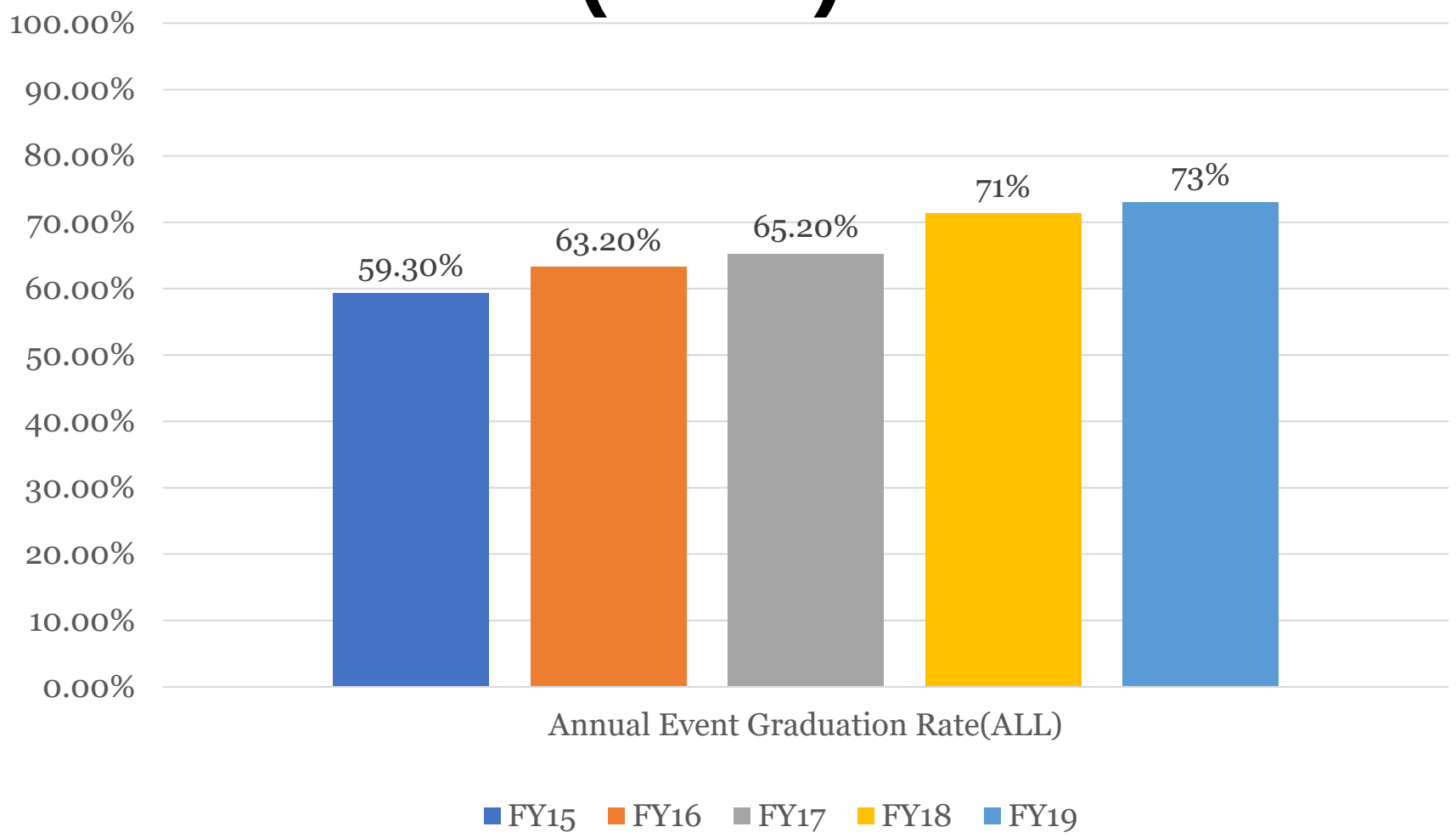
The Every Student Succeed Act (ESSA)

The Every Student Succeeds Act (ESSA) requires states and districts to support and improve the quality of low-performing high schools. States must set long-term high school graduation rate goals for all student groups and identify and intervene in those schools that graduate fewer than two-thirds of their students.

State Systemic Improvement: Student Success (SSIP)

Georgia continues to implement a systemic plan, “Student Success (SSIP),” to improve graduation outcomes, decrease dropout rates, and increase student achievement for Students with Disabilities.

Indicator 17: State Systemic Improvement Plan (SSIP)



2018-2019 Georgia Dropout Statistics

gosa.ga.gov

19,306
Georgia Students
Dropped Out (Grades 9-12)

3,555
Georgia Students with Disabilities
Dropped Out (Grades 9-12)

The implications of dropping out are high for students, families, communities, and society as a whole; therefore, it is pivotal that we bridge the gaps for students at-risk of dropping out by utilizing effective interventions and identifying students early.

Wilkins & Bost, 2015

School Completion Toolkit

The School Completion Toolkit provides links to state and national resources, as well as, successful practices from LEAs across the state aimed at improving outcomes for all students, including students with disabilities.

National Research Centers

For additional information and guidance to improve graduation rate, please reference the national research centers below:

Georgia Department of Education

School Completion Toolkit

school completion tool

Richard Woods, Georgia's School Superintendent

Offices & Divisions | licy | Finance & Operations | Contact

The School Comp… provides links to state and national resources, as well as successful practices from LEAs across the state, aimed at improving outcomes for all students, including student… es.

Gradua… …cess: Closing the Gap

SPOTLIGHT ON SUCCESS

LEAs with an Annual Event Graduation Rate of 85% or above

The Annual Event Graduation Rate represents the percentage of students with disabilities (SWD) who exit with a regular education diploma regardless of the year they entered high school. The rate is calculated by dividing the number of SWD receiving a regular education diploma by the total number of SWD receiving a regular diploma, plus SWD receiving a certificate/special education diploma, plus SWD reported as dropouts.

2018-2019

LEAs with an Annual Event Graduation Rate of 85% or above

Hover an LEA to see it on the map or click to go to the LEA's website.
Click an email icon to contact the LEA's Special Education Director. Video and document icons are also present when available.

LEA Name	Links
Atlanta Area School for the Deaf	
Bacon County	
Baker County	
Baldwin County	
Banks County	
Barrow County	
Bartow County	
Ben Hill County	
Brantley County	
Burke County	
Butts County	
Calhoun City	
Camden County	
Candler County	
Carroll County	
Catoosa County	
Chattahoochee County	
Chattooga County	
City Schools of Decatur	
Coffee County	
Dawson County	
Dodge County	
Dooly County	
Echols County	
Elbert County	
Fannin County	
Fayette County	
Floyd County	
Forsyth County	
Fulton Leadership Academy	
Georgia School for the Deaf	
Glascock County	
Gordon County	
Grady County	
Greene County	
Habersham County	
Hancock County	
Haralson County	
Hart County	
Jackson County	
Jasper County	
Jefferson City	
Lamar County	
Lee County	

Georgia Department of Education

Learning Targets

- I can identify the purpose of an Early Warning System (EWS).
- I can identify steps to implement and monitor an Early Warning System.
- I can identify methods to ensure that an Early Warning System is implemented with fidelity.

Pulse Check

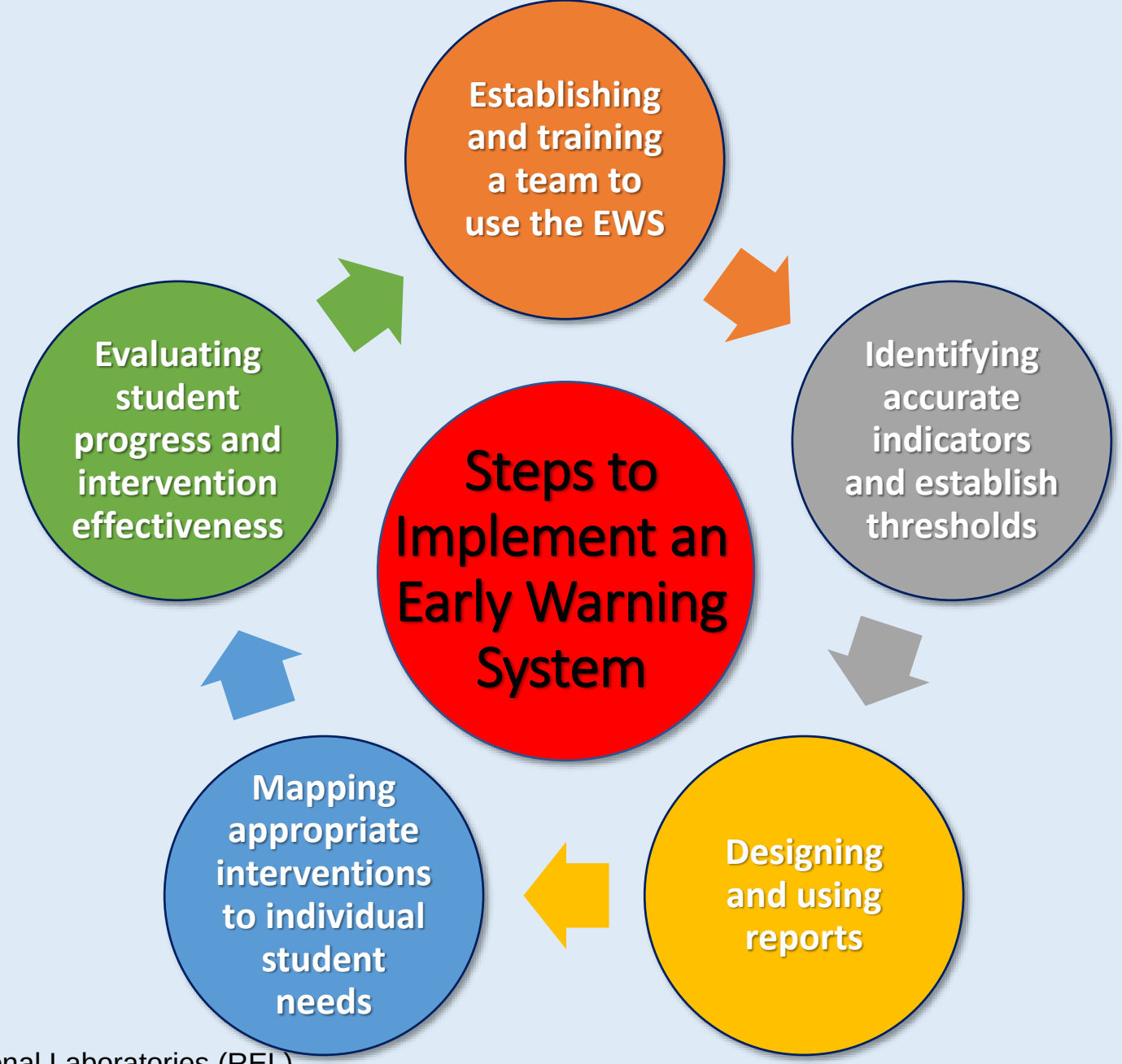
1 Finger	2 Fingers	3 Fingers
• I am clueless and have no idea what you are talking about.	• We would like to implement an EWS but need more guidance.	• We have perfected an EWS in our district.

Early Warning System (EWS)

Early Warning Systems (EWS) are an important strategy to monitor students who may be at-risk for dropping out.

Early Warning Systems are based on established indicators that predict whether a student is off-track for graduation.

By tracking Early Warning Indicators, it is possible to identify when students are beginning to fall off-track, providing time to intervene and alter their trajectory to keep students on the pathway to graduation.



Adapted from Regional Educational Laboratories (REL)

Step 1: Establish and Train Team

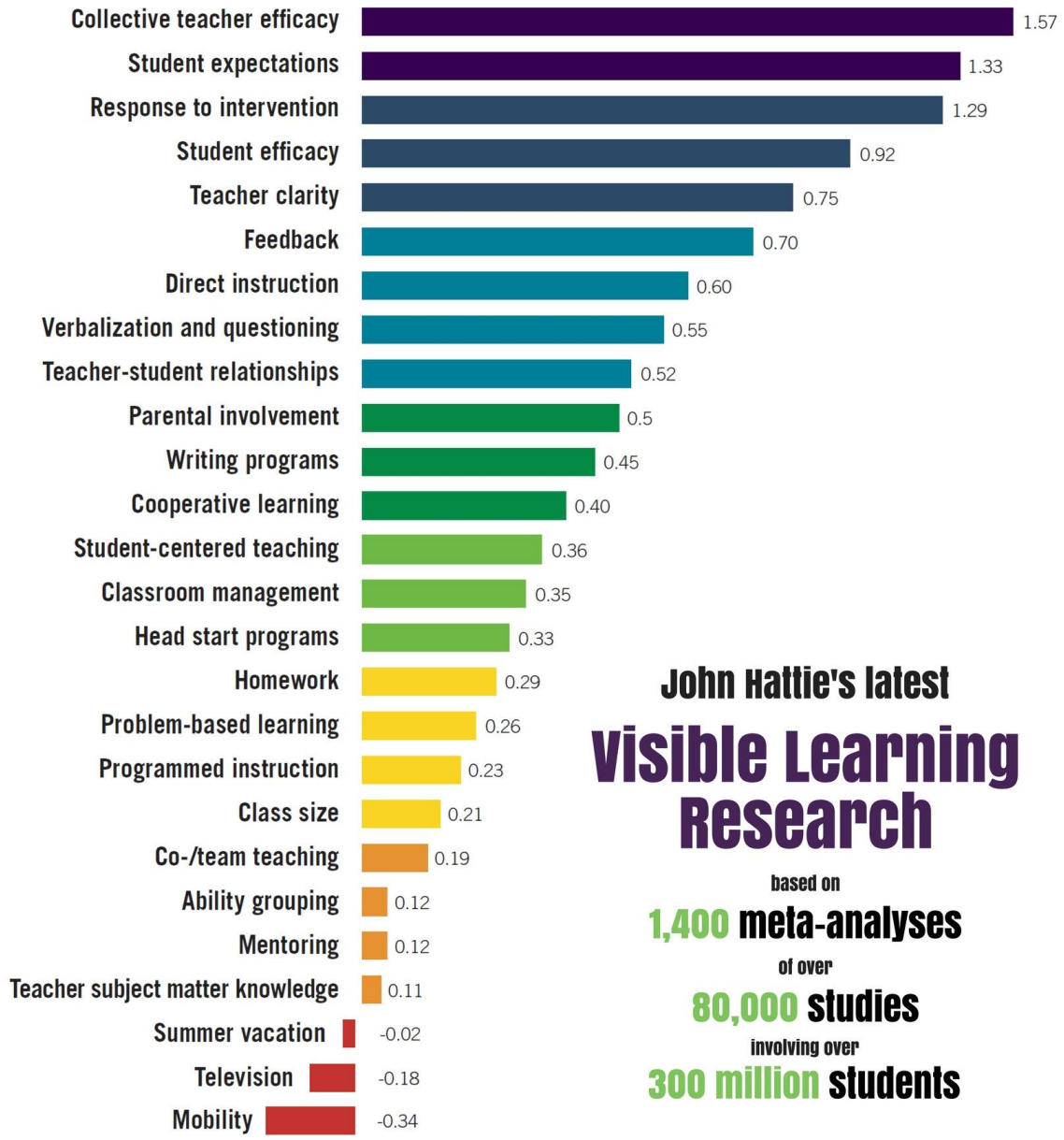
There is no way a single teacher
has all the **time**
All the **knowledge**
and all the **skills**
To meet all the needs
Of every child in his or her class(es).

Buffaman, Mattos, & Webber, 2009

We depend on collective efficacy

Collective Teacher Efficacy

The collective belief of educators in their ability to positively affect students.



John Hattie's latest

Visible Learning Research

based on

1,400 meta-analyses

of over

80,000 studies

involving over

300 million students

Collective efficacy is more than just 'beliefs'. It is built on **evidence** of impact.

Collective belief that you can make a difference.

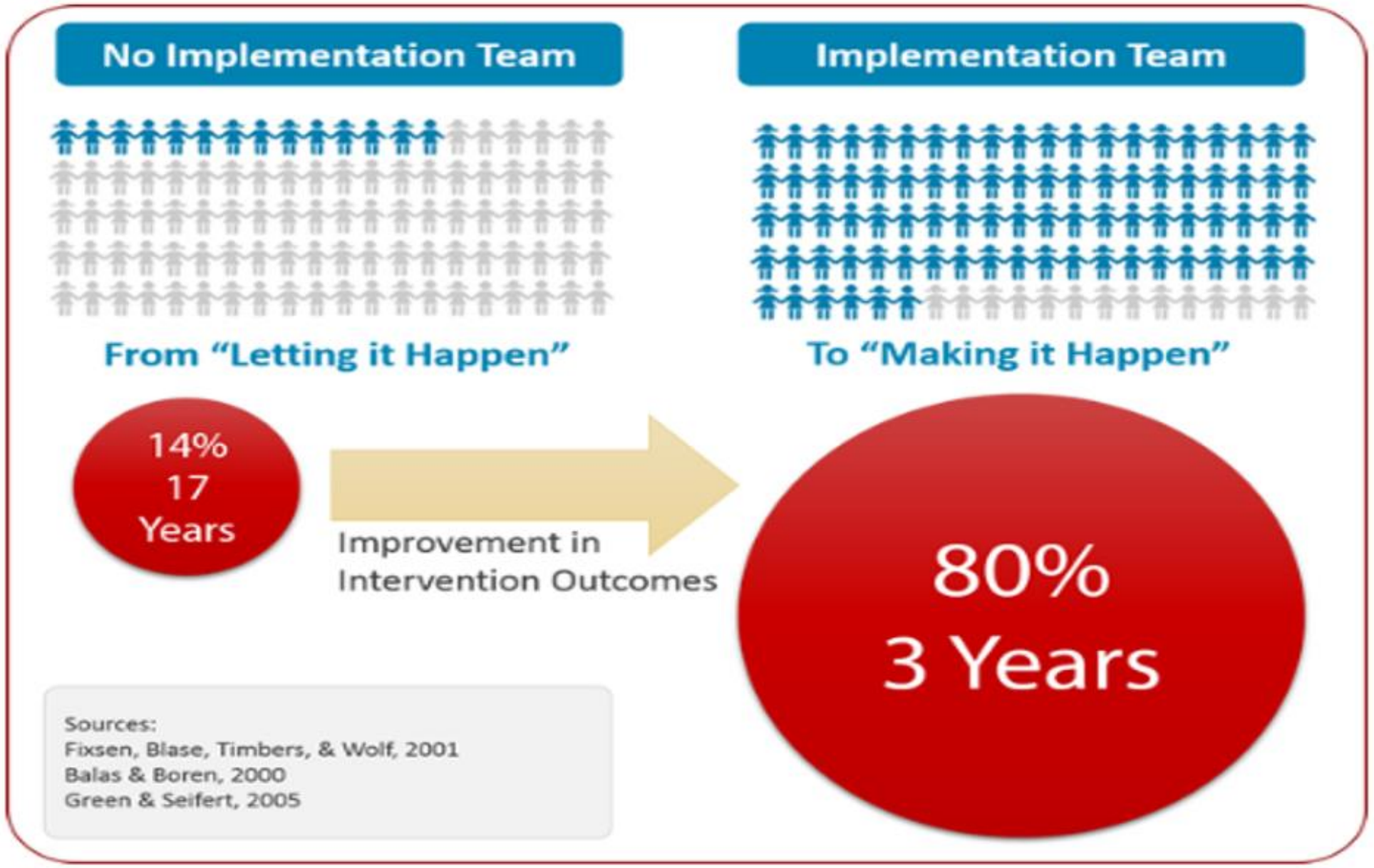
X

Evidence you are making a difference.

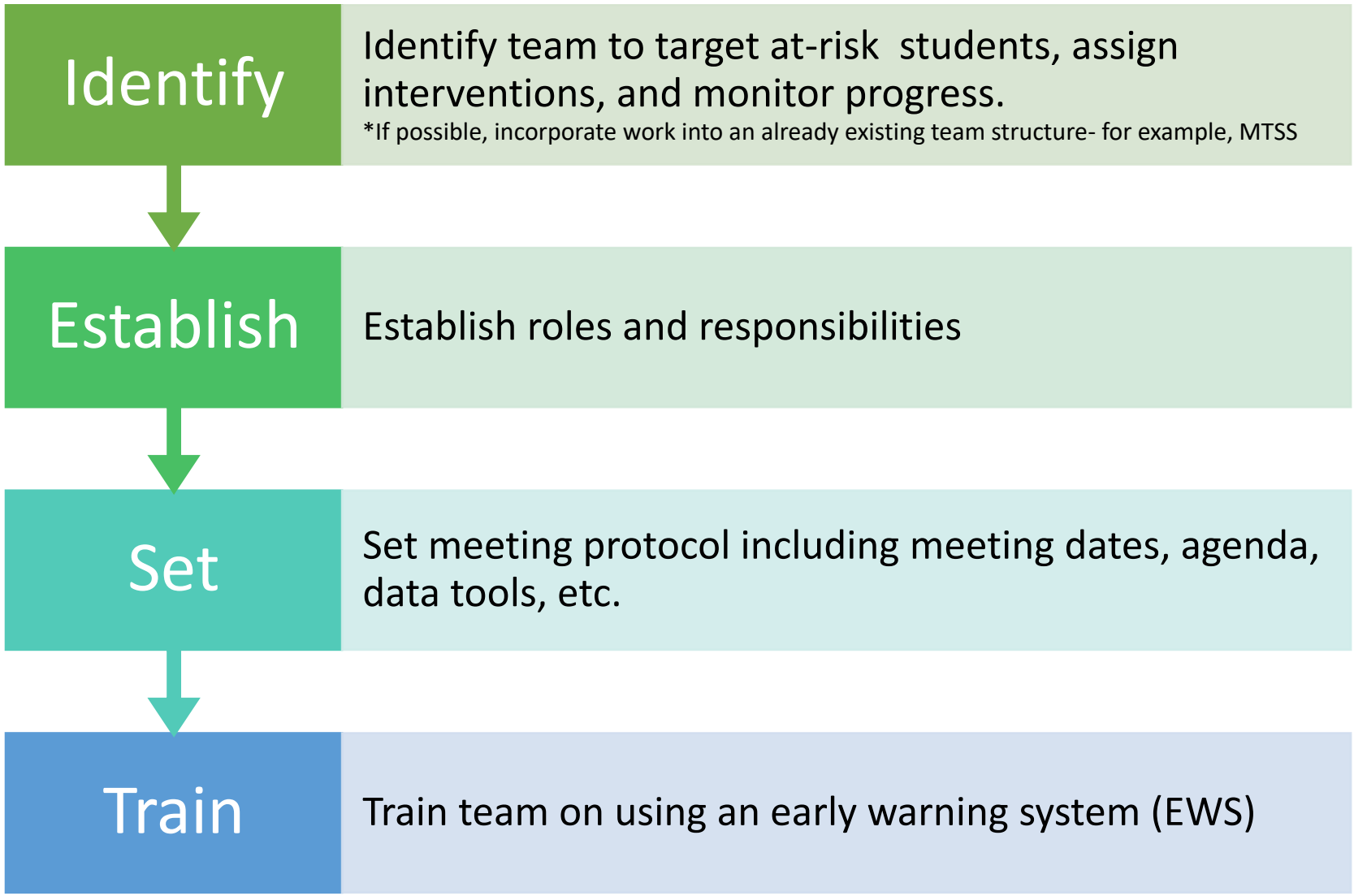
=

ES = 1.57*

(Eells, 2011; Hattie, 2017)


No Implementation Team
Implementation Team
From "Letting it Happen"
To "Making it Happen"
14%
17
Years
Improvement in
Intervention Outcomes
80%
3 Years
Sources:
Fixsen, Blase, Timbers, & Wolf, 2001
Balas & Boren, 2000
Green & Seifert, 2005

Establish and Train Team



Team make-up typically includes:

- Building administrator*
- Special education administration
- General education and special education teachers/ case managers
- Data system specialist

Other team members may include:

- Central administration
- Transition coordinator
- School counselor
- Social worker
- Home school liaison (truancy/ attendance)
- Check and Connect Coordinator
- Department chairs
- Behavior Specialist
- Parent Mentor

District Team

- Ensuring buy-in and readiness
- Installing and sustaining the implementation infrastructure
- Assessing and reporting on fidelity and outcomes
- Building linkages with external systems
- Problem-solving and promoting sustainability

School Team

- Reviewing EWS student level risk data
- Monitoring student progress or individual response to intervention
- Ensuring fidelity of implementation of intervention and
- Recommends instructional adjustments and staff professional development needs.

Roles of Team Members

Data Collector: Brings “hard” data from EWS data system to the meeting. Data should be organized for easy analysis.

Meeting Facilitator: Leads meeting and sets agenda.

Timekeeper: Ensures that time is honored.

Recorder: Keeps notes (student tracker or otherwise) and fills out action plans.

Team Members: All are dedicated to goals and follow norms. Each commits to being a “champion” for students, is aware of available resources, and searches for solutions.

Step 2: Identify Accurate Indicators

- Students with Disabilities
- Poor Attendance
- Office Referrals/ Suspension
- Course Failure
- Overage- 1-2 years (repeaters)
- Mobility
- English Language Learners
- Standardized Test Scores/ Lexile Scores
- Gender
- Socio Economic Status

How are you identifying targeted students?

Scenario 1: Teachers recommend students who they feel are at risk of dropping out.

Scenario 2: Each teacher recommends three students to target on the EWS.

Scenario 3: The District will track all SWD and notify case manager to hold an IEP meeting when the student is flagged in all 3 indicators (Attendance, Behavior and Course Performance).

Attendance, behavior, and course performance are the strongest predictors of school dropout.

Johns Hopkins Everyone Graduates Center

Drop-out Risk Indicators

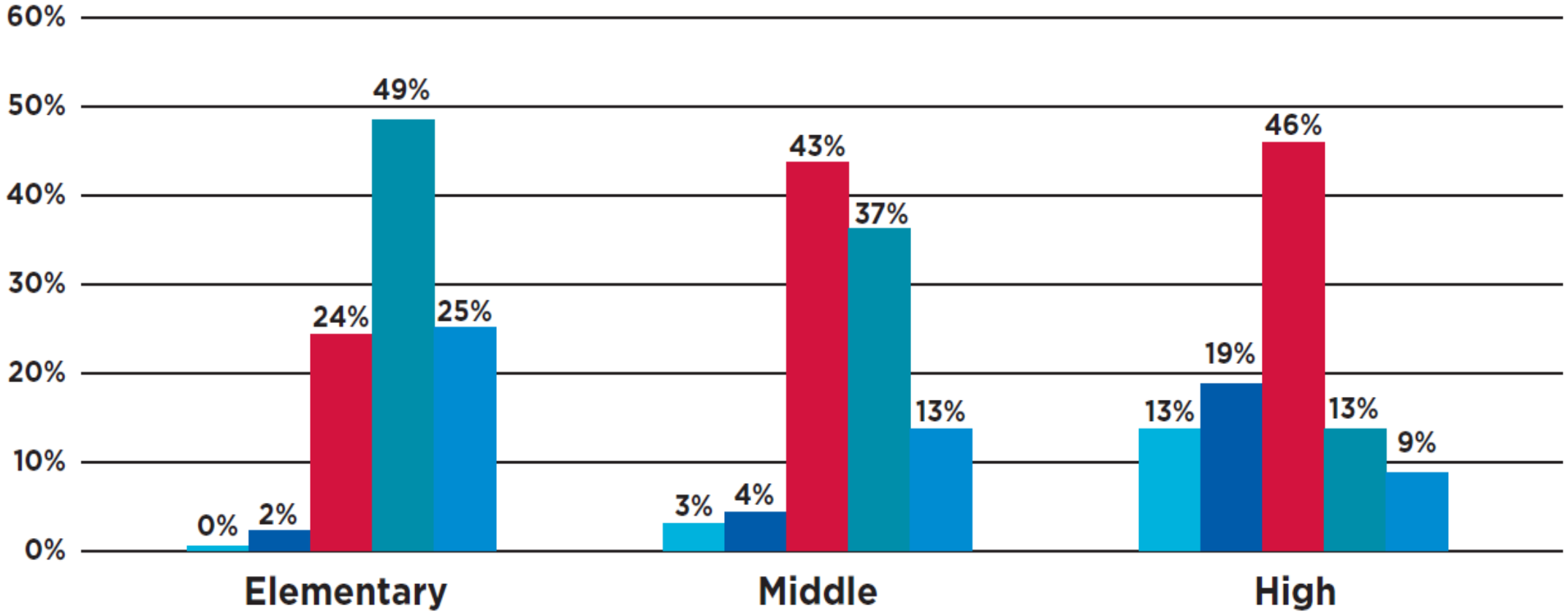
Attendance

Behavior

Course Performance

Missing a few days each year is normal and doesn't matter that much.

FIGURE 5.1 Chronic Absences Across Georgia by Severity and School Grades Served[109]



GEORGIA PARTNERSHIP FOR EXCELLENCE IN EDUCATION

Georgia 8th Grade Student Absences and 4 Year Graduation Rate

Days Absent	4-Year Graduation Rate
0	82%
1 to 5 Days	80%
6 to 10 Days	72%
11 to 14 Days	61%
15 or More Days	38%

Top 10 Issues to Watch in 2018

Attendance Matters!!!

1,890,361 students

245,747 students had chronic absenteeism

Georgia
2018-2019 Data

From the Governor's Office of Student Achievement
https://gosa.georgia.gov/report-card

Attendance Works

TIERS OF INTERVENTION TO REDUCE CHRONIC ABSENCE

OVERVIEW

This hand out is intended to help a school or district think about alignment between its strategies and level of student need. The list of strategies is not exhaustive but suggestive and intended to inspire your own ideas about what could be in place.

STRATEGIES

The columns represent three tiers of strategies. Tier I Strategies are Universal Strategies that should be available to every student in a school building. Tier II Strategies are aimed at early intervention and designed to help students who need slightly more support to avoid chronic absence. Tier III Strategies are intensive supports offered to the students facing the greatest challenges to getting to school. Our assumption is that all levels of strategies involve some level of these core ingredients: A. Monitor data, B. Engage students and families, C. Recognize good and improved attendance, D. Provide personalized outreach and E. Remove barriers.

LEVELS OF STUDENT NEEDS

This chart assumes that students can be divided into tiers reflecting the level of anticipated need for supports:

Tier 1 = students whose good attendance could be maintained and cultivated as long as the universal, prevention oriented supports are in place.

Tier 2 = students who have a past history of moderate chronic absence (missing 10% or more of school) or face a risk factor (e.g. a chronic illness like asthma) which makes attendance more tenuous and need a higher level of more individualized support in addition to benefiting from the universal supports.

Tier 3 = students with several levels of chronic absence (missing 20% or more of school in the past year or during the first month of school) and/or face a risk factor (like involvement in the child welfare or juvenile justice system, homelessness or having a parent who has been incarcerated).

Attendance Works

Advancing Student Success By Reducing Chronic Absence

Suspension and Dropout

Out of school suspension (OSS) and graduation rates are negatively correlated.

Georgia Appleseed Center for Law and Justice, June 2011

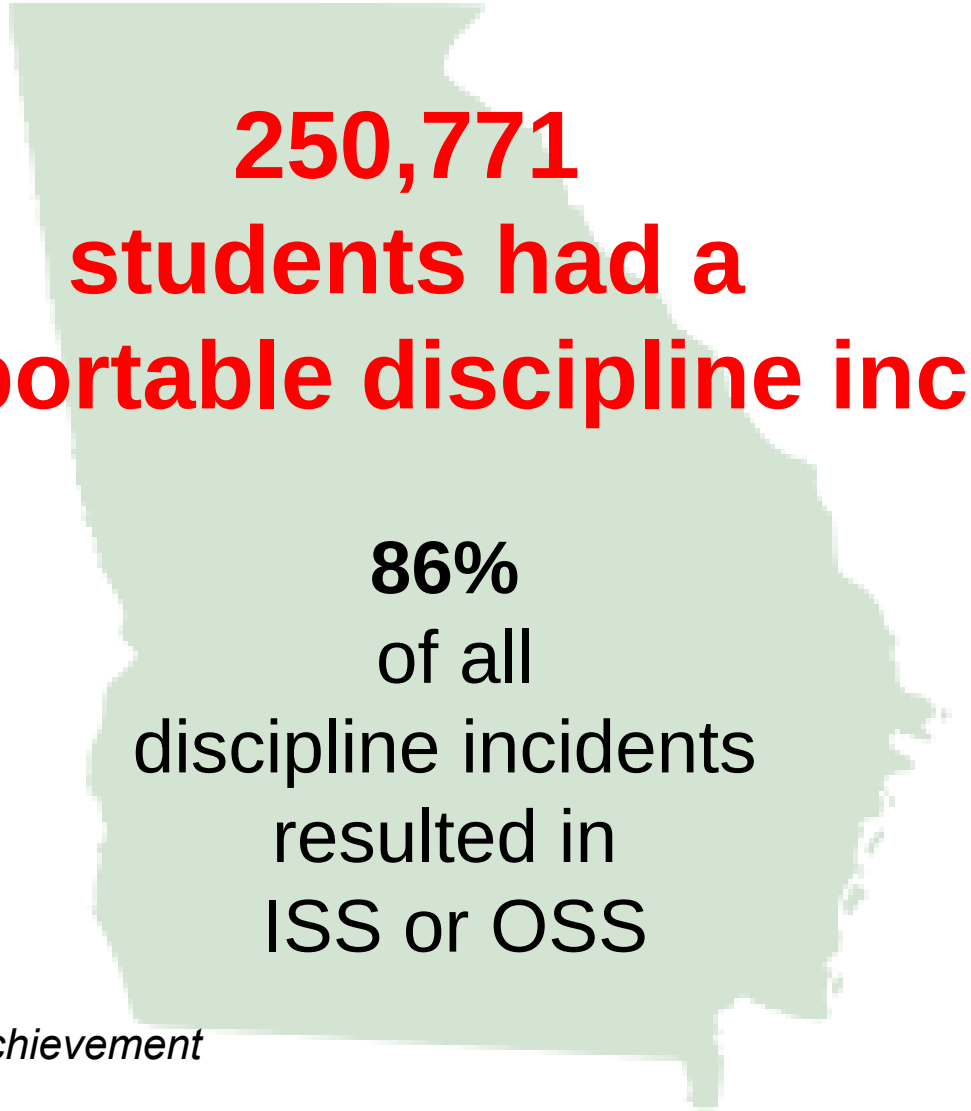
Schools with high rates of OSS have lower schoolwide achievement and lower perceptions of school safety by the student body as a whole.

American Psychological Association, 2008

A single OSS in 9th grade is associated with a 50% increase in dropping out and a 19% decrease in enrollment in postsecondary éducation.

Balfanz et al., 2015

Georgia's 2018-2019 Data



250,771
students had a
state reportable discipline incident

86%
of all
discipline incidents
resulted in
ISS or OSS

From the Governor's Office of Student Achievement
https://gosa.georgia.gov/report-card

Positive BEHAVIORAL INTERVENTIONS AND SUPPORTS of Georgia

One high school student drops out every **26 seconds**

- Retention increases the risk of dropping out between 20%- 50%.
- Students retained as early as K–4th grade are five times more likely to dropout.
- Up to 78% of students who dropout before graduation have been retained at least once.
- “Minority students and students living in poverty constitute the majority of those who are retained.”

(Jimerson, 2001b, p 53)

Georgia's 2018-2019 Data

19,306 Students
Grades 9-12
Dropped Out

Governor's Office of Student Achievement
https://gosa.georgia.gov/report-card

15 Effective Strategies for Dropout Prevention

Since 1986, the National Dropout Prevention Center (NDPC) has conducted and analyzed research; sponsored workshops and national conferences; and collaborated with researchers, policymakers, and practitioners to further the mission of reducing America's dropout rate by meeting the needs of youth in at-risk situations, including students with disabilities.

Students report a variety of reasons for dropping out of school; therefore, the solutions are multi-dimensional. The NDPC has identified 15 Effective Strategies that have the most positive impact on reducing school dropout. These strategies appear to be independent, but actually work well together and frequently overlap. Although they can be implemented as stand-alone strategies, positive outcomes will result when school districts or other agencies develop program improvement plans that encompass most or all of these strategies. These strategies have been successful at all school levels from PK-12 and in rural, suburban, and urban settings. The strategies are grouped into four general categories: Foundational strategies (school-community perspective), early interventions, basic core strategies, and managing and improving instruction.

Foundational Strategies

- ★ Systemic Approach
- ★ School-Community Collaboration
- ★ Safe Learning Environments

Early Interventions

- ★ Family Engagement
- ★ Early Childhood Education
- ★ Early Literacy Development

Basic Core Strategies

- ★ Mentoring/Tutoring
- ★ Service-Learning
- ★ Alternative Schooling
- ★ After-School/Out-of-School Opportunities

Managing and Improving Instruction

- ★ Professional Development
- ★ Active Learning
- ★ Educational Technology
- ★ Individualized Instruction
- ★ Career and Technical Education (CTE)

NATIONAL DROPOUT PREVENTION CENTER

National Dropout Prevention Center
713 E. Greenville Street, Suite D, #108
Anderson, SC 29621
P: 864-642-6372
ndpc@dropoutprevention.org www.dropoutprevention.org

NATIONAL DROPOUT PREVENTION CENTER

Scenario 4: The District decides to track all high school seniors who are behind on credits.

Scenario 5: The District reviewed data and found that 40% of their students were flagged as at-risk for attendance (missed 10% of instructional time).
What are the next steps?

Scenario 6: District meets during the summer to identify at-risk students based on data from previous year to identify their targeted students to track through an EWS/ ABC tracker.

Establish Thresholds

On Track

At Risk

High Risk

At what point is the student considered off track to graduation?

The literature advises EWS teams to set thresholds for indicators using **local data** when possible- thresholds vary between districts and even within the same district over time.

Attendance

- When a student misses **10% of their instructional time**, they are considered chronically absent.

Behavior

- If a student has **two or more behavior infractions** (e.g. office discipline referrals) they are at-risk of dropping out.

Course Completion

- Reading below grade level by the end of 3rd grade
- Failing English or math in grades 6-9
- GPA below 2.0
- 2 or more course failures in 9th grade
- Failure to be promoted to 10th grade on time (Bruce Bridgeland, Fox, Balfanz)

Adapted from On Track for Success, the landmark 2011 report by Civic Enterprises and the Everyone Graduates Center at Johns Hopkins University

National High School Center at the American Institutes for Research (AIR)

Indicators	Time Frame
Incoming Indicator	• Before school begins
Attendance	• First 20 or 30 days • End of each grading period • End of year
Course Performance	• End of each grading period • End of year
Behavior	• End of each grading period • End of year
End of Year Indicator	• End of year

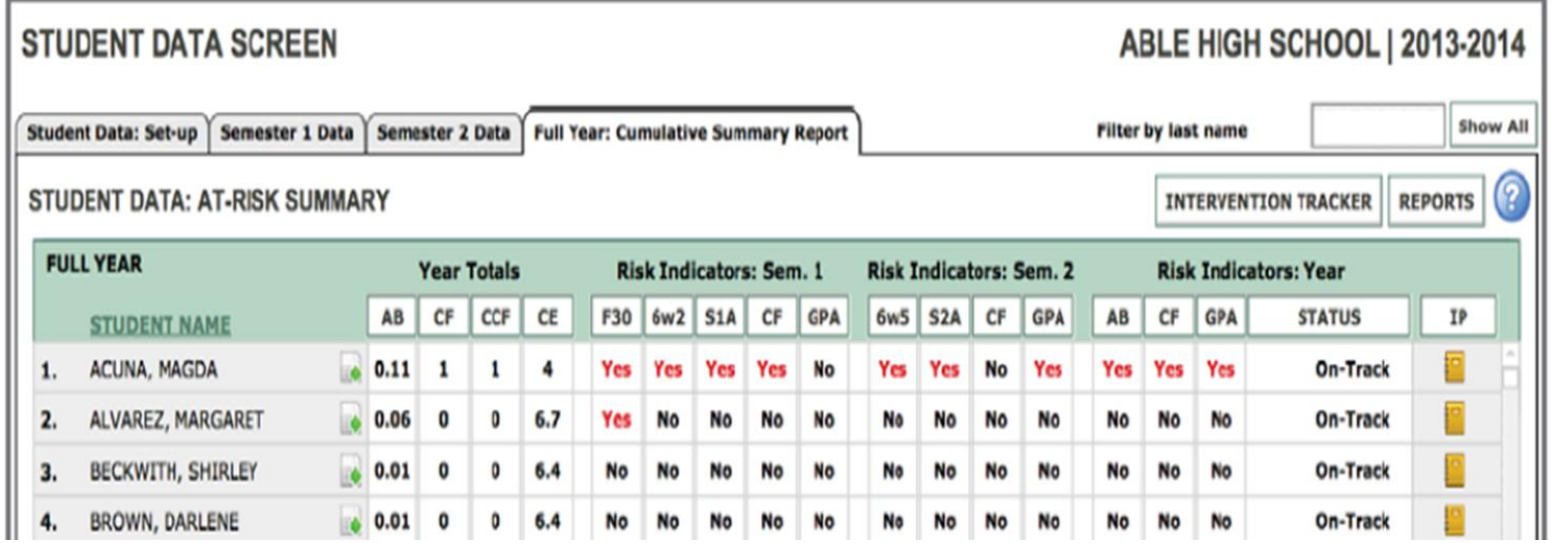
Step 3:
Designing and Using Reports

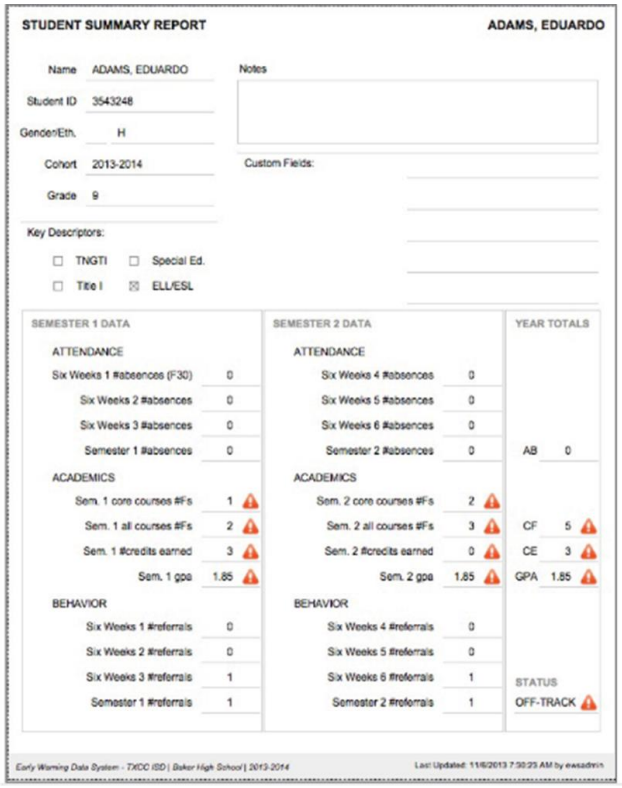
There is a need to create different reports for different audiences

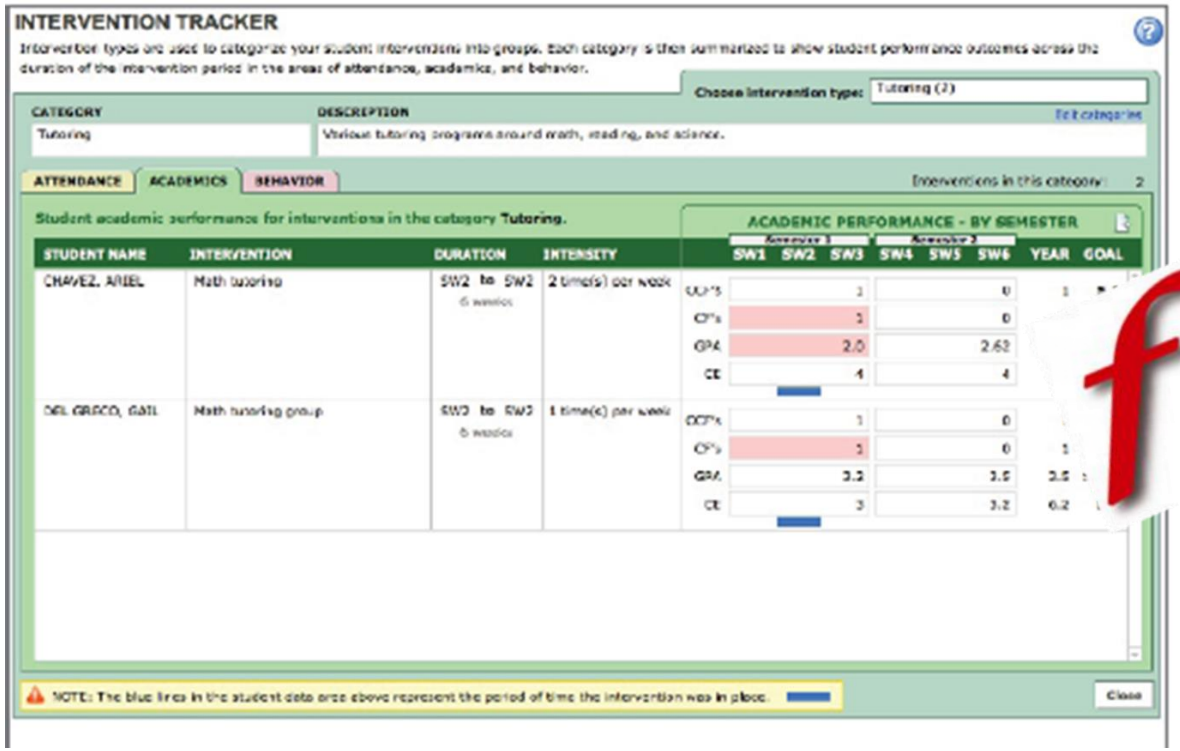
- EWS Tracker
- Student Level Reports
- School Level Summary Reports

Early Warning System Student Data At Risk Tracker

[Texas Comprehensive Center at American Institutes for Research (AIR)]







National Technical Assistance Center for Transition (NTACT) Data Tools

NTACT Data Analysis and Tools:

(for building-level data)

1. Core Data Tool – a high level look at school completion
2. Graduation & Dropout
3. Attendance Tool
4. Academics Tool
5. Discipline Tool

Risk calculator – Identifies at-risk students and their areas of need

e Passing Rate Data	1st Quarter	2nd Quarter	3
t of 9th graders passing English/ELA class			
Students with disabilities	69.0%	70.0%	
All students	81.0%	84.0%	
Gap:SWD and all students	12.0%	14.0%	
aders passing English/ELA class			
Students with disabilities	71.0%	73.0%	
All students	82.0%	82.0%	
Gap:SWD and all students	11.0%	9.0%	
aders passing English/ELA class			
Students with disabilities	69.0%	69.0%	
All students	83.0%	81.0%	
Gap:SWD and all students	14.0%	12.0%	
t of 12th graders passing English/ELA class			
Students with disabilities	71.0%	74.0%	
All students	82.0%	81.0%	
Gap:SWD and all students	11.0%	7.0%	

Decatur County

Individual Student ABC Monitoring Form

Last Name	First Name	Sped Caseloa	Scho	Grac	Exceptionality	DOB	Interventions	Attendanc		G	des		ISS/OSS	Behavior	Additional Notes/Next Steps if Needed
									Rdg (6th)	Ela	Math	Sci	SS			
Sample	Johnny	Jane Doe	SMS	6	MI	11/12/05	System 44	3	73	70	68	78	81	OSS	10 days	2 fights & pushed staff when they intervened; implement behavior contract; Ms. Doe will meet with math teacher re: failing grades to determine if tutoring or additional help needs to be implemented
Harvey	Sally	Jane Doe	SMS	6		1/24/05	Check & Connect	7	82	82	75	90	90			C&C mentor contact parent to discuss concerns re: attendance

Step 4: Mapping Appropriate Interventions to Student Needs

To be successful, we must do MORE than just flag students who are at risk. We must identify the **root causes** that the student is off track and provide appropriate research-based intervention to support the student's needs.

Match Intervention to Student Need

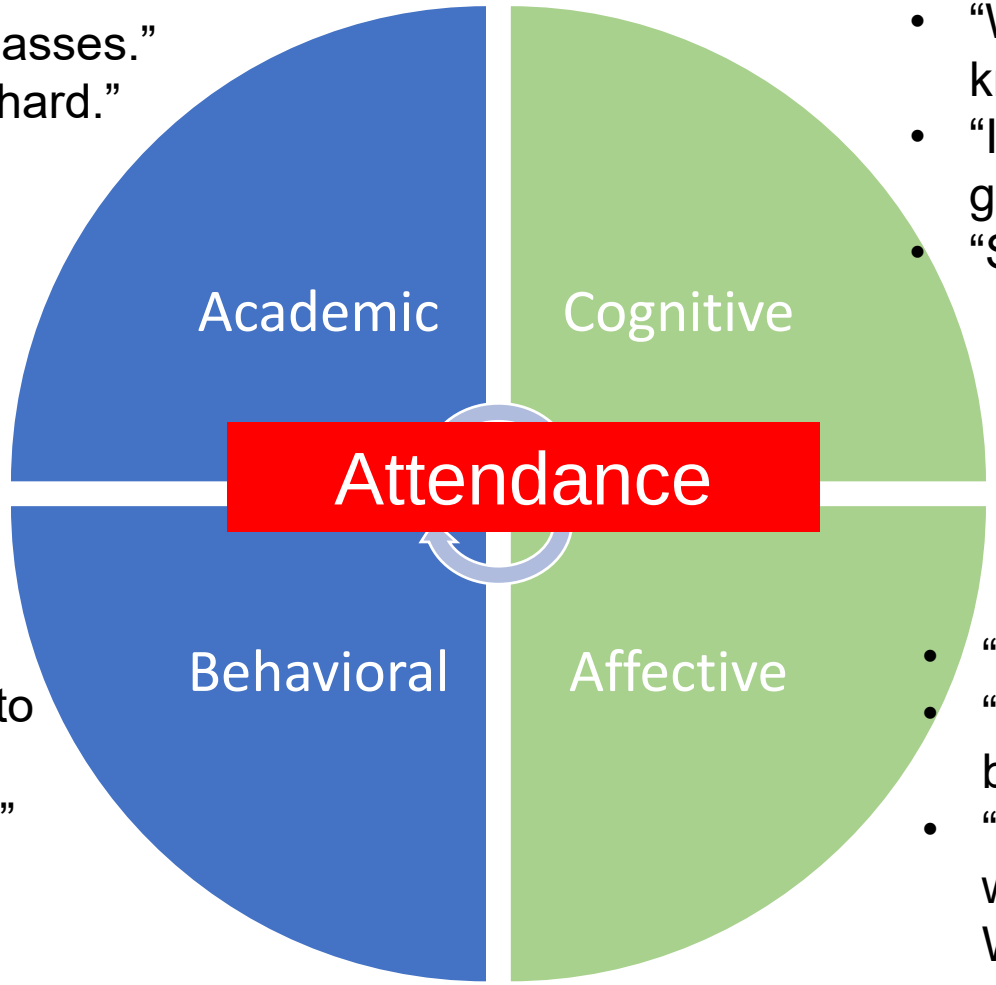
- ***Look*** beyond the indicators to consider underlying factors.
- ***Identify*** the student's strengths.
- ***Explore*** additional quantitative and qualitative data sources.
- ***Determine*** potential underlying causes of risk.

Why is this occurring?

Multidimensional Student Engagement

- "I am failing my classes."
- " The work is too hard."
- " I can't do it."

- "Why do I need to know algebra?"
- "I am never going to graduate anyway."
- "School is stupid."



Observable Engagement

Internal Engagement

- "I keep forgetting to set my alarm."
- "I missed the bus."
- "My mama didn't wake me up."

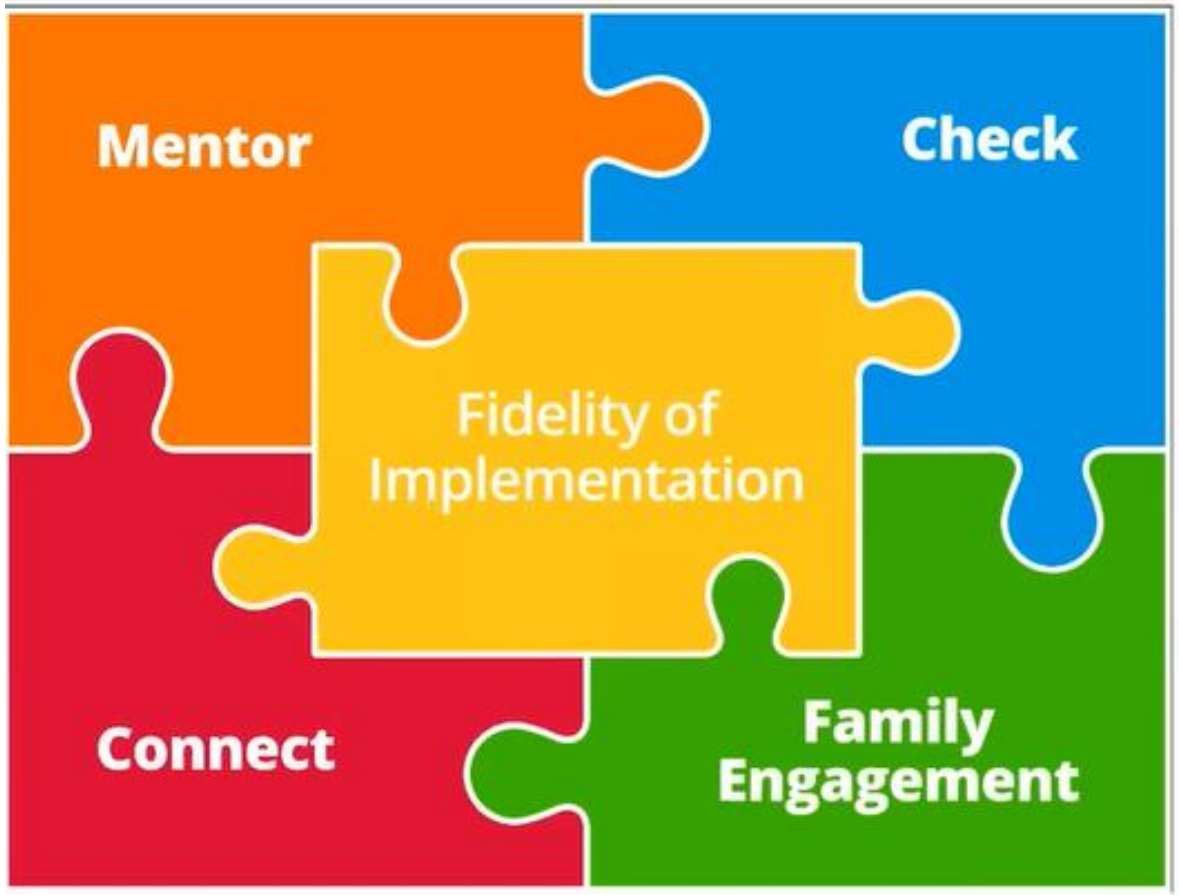
- "I have no friends."
- "I am not riding the bus. Kids pick on me."
- "My teachers don't want me there anyway. What's the point?"

Interventions in Secondary Schools

- Increase reading comprehension or **vocabulary skills**
- Learn ***strategy* to access content** of text with limited reading ability
- Learn ***strategy* to complete homework** independently
- Learn to use different **assistive technologies** (e.g., screen readers, organizational tools)
- Increase **student engagement**

American Institute for Research (AIR)

Check and Connect Evidence-Based Intervention

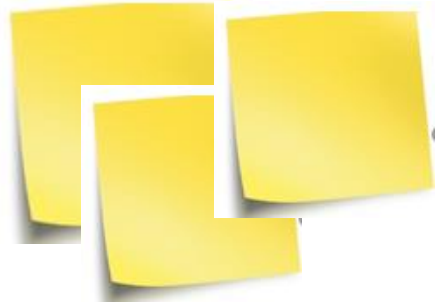


ies WHAT WORKS CLEARINGHOUSE

C&C is the only dropout prevention intervention to show positive effects for staying in school

Intervention Map
District Supports

District Supports

	Tier 1- Universal All Students	Tier 2- Preventive 15-20% of Students	Tier 3- Intensive 5-10% of Students
ATTENDANCE			
BEHAVIOR			
COURSE PERFORMANCE			

	Tier 1- Universal All Students	Tier 2- Preventive 15-20% of Students	Tier 3- Intensive 5-10 % of Students
Attendance (Example)	• Every absence brings a response • Create a culture that says attending everyday matters • Positive social incentives for good attendance • Data tracking by teacher teams	• Two or more unexcused absences in a month brings brief daily check by an adult • Attendance team (teacher, counselor, administrator, parent) investigates and problem solves (why isn't student attending)	• Sustained one-on-one attention and problem solving • Appropriate social service or community supports
Behavior			
Course Performance			
Social-Emotional Learning			

Purpose of Intervention Map:

- **Align Resources-** Don't buy what you don't need.
- **Identify gaps** in support.
- Compile a **comprehensive list** to ensure at-risk students have access to all available interventions/ supports.

Selecting Evidence-Based Interventions

- Every Student Succeeds Act (ESSA) requires the use of Evidence-Based Interventions

- Outlines four levels or categories of evidence that can be considered when selecting EBPs

Selecting Evidence-Based Interventions

National Center on Intensive Intervention	National Technical Assistance Center on Transition	What Works Clearinghouse	Promising Practices	National Center for Systemic Improvement
Best Evidence Encyclopedia	National Dropout Prevention Center/Network	Collaborative for Academic, Social, and Emotional Learning	Evidence for ESSA	Student Engagement Project
SAMHSA Evidence-Based Practices Resource Center	Center on Instruction	Ask REL	Ideas That Work	Social Programs That Work

Step 5: Evaluate Student Progress and Intervention Effectiveness

Measuring Fidelity of Intervention Implementation

Examine Progress of Student Response to Intervention

Measuring Fidelity of Intervention Implementation

How well does the intervention work with student's intervention needs in terms of **effect size?**

Does the intervention address the **student's skill deficit**?

Have staff been **trained** to implement and monitor intervention as prescribed?

Did the student **receive the intervention as prescribed** (number of minutes, number of sessions, group size etc.)?

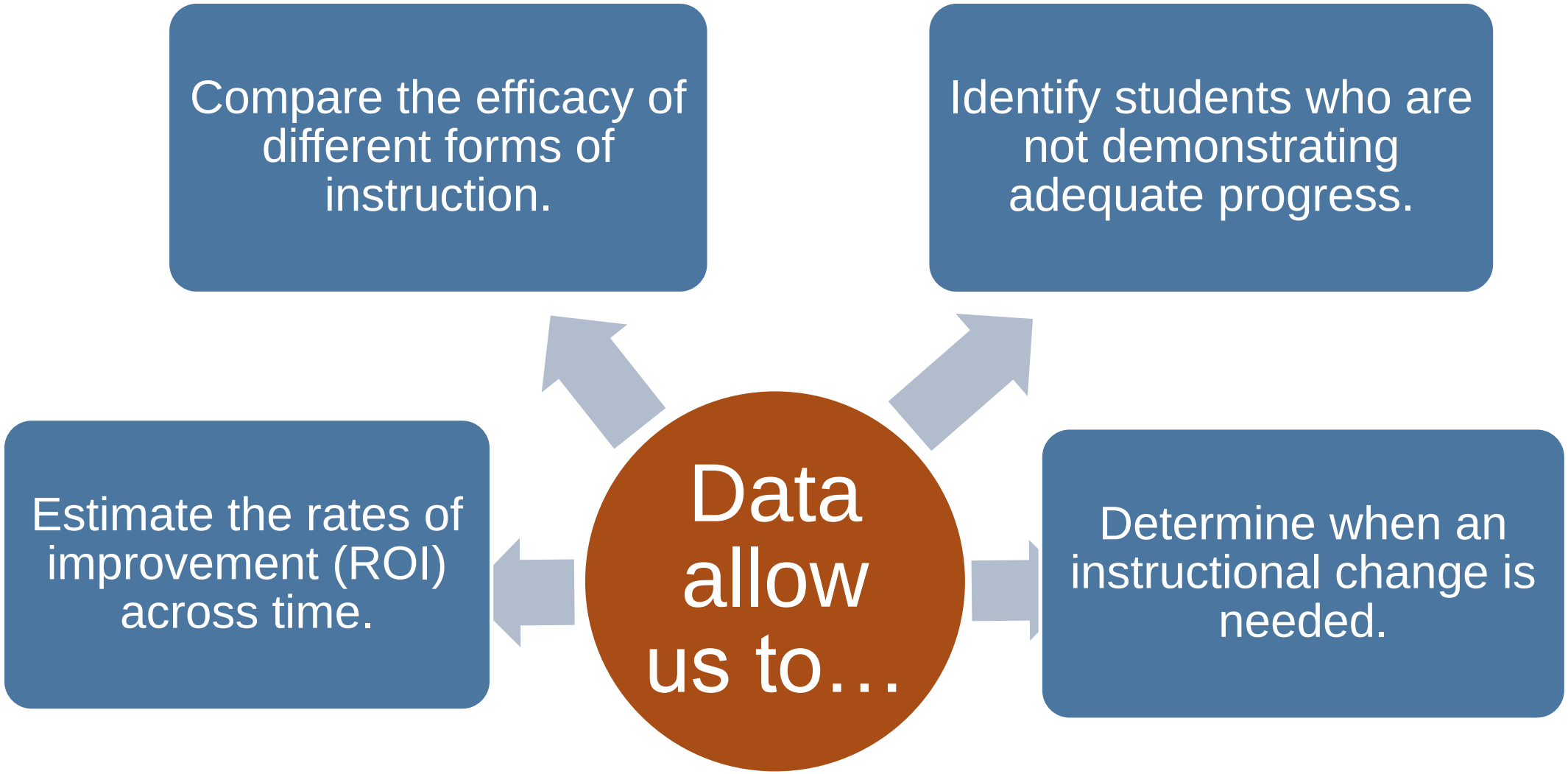
How are we **monitoring fidelity of implementation**?

- Observation
- Logs, lesson plans, and student work
- Self-reporting

Examine Progress of Student Response to Intervention

- Identify students who are **making progress**.
- Identify students who are **no longer struggling**.
- Identify students whose **needs are not being met**.

What instructional adjustments need to be made?


Compare the efficacy of different forms of instruction.
Identify students who are not demonstrating adequate progress.
Estimate the rates of improvement (ROI) across time.
Data allow us to…
Determine when an instructional change is needed.

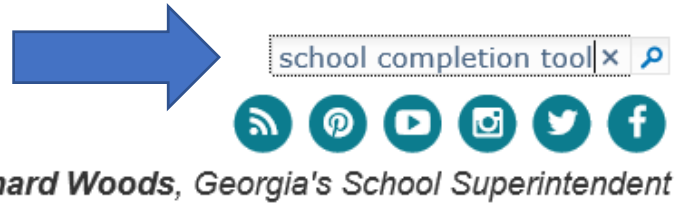
Lessons Learned

- Secure administrative/leadership buy-in
- Facilitate and encourage cross-district (program, department) networking
- Leverage and integrate work within school and district improvement plans/ processes
- Involve and promote student and family engagement

Early Warning System Fidelity Checklist

Early Warning System Checklist

		Operational Documented Evidence Provided	In Progress	Not Evident
I.	**Establish and train a team using the EWS**			
	a. Develop a team of broad stakeholders			
	b. Provide professional development on EWS			
	c. Assign roles and responsibilities			
	d. Establish a monthly meeting schedule			
II.	**Identify accurate indicators**			
	a. Choose indicators			
	b. Establish thresholds			
III.	**Design and use reports**			
	a. Identify at-risk students utilizing recommended timeframe			
	b. Develop student level reports			
	c. Develop school summary reports/ District reports			
IV.	**Map appropriate interventions to individual student needs**			
	a. Map school level interventions to indicators			
	b. Assign interventions to students			
V.	**Evaluate student progress and intervention effectiveness.**			
	a. Examine student progress			
	b. Examine intervention effectiveness			
	c. Modify intervention plan as needed			
	d. Document next steps			



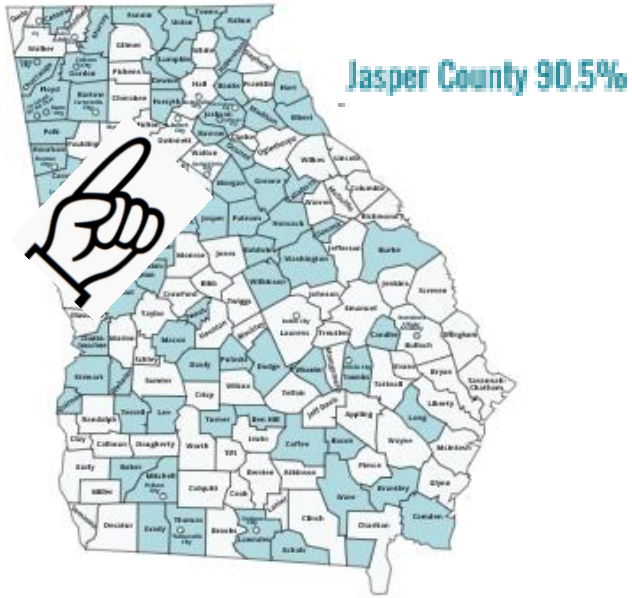
The School Co it provides links to state and national resources, as well as successful practices from LEAs across the state, aimed at improving outcomes for all students, including stud ilities.

Gradu ccess: Closing the Gap

SPOTLIGHT ON SUCCESS

LEAs with an Annual Event Graduation Rate of 85% or above

The Annual Event Graduation Rate represents the percentage of students with disabilities (SWD) who exit with a regular education diploma regardless of the year they entered high school. The rate is calculated by dividing the number of SWD receiving a regular education diploma by the total number of SWD receiving a regular diploma, plus SWD receiving a certificate/special education diploma, plus SWD reported as dropouts.



2018-2019

LEAs with an Annual Event Graduation Rate of 85% or above

Hover an LEA to see it on the map or click to go to the LEA's website.
Click an email icon to contact the LEA's Special Education Director. Video and document icons are also present when available.

LEA Name	Links
Atlanta Area School for the Deaf	
Bacon County	
Baker County	
Baldwin County	
Banks County	
Barrow County	
Bartow County	
Ben Hill County	
Brantley County	
Burke County	
Butts County	
Calhoun City	
Camden County	
Candler County	
Carroll County	
Catoosa County	
Chattahoochee County	
Chattooga County	
City Schools of Decatur	
Coffee County	
Dawson County	
Dodge County	
Dooly County	
Echols County	
Elbert County	
Fannin County	
Fayette County	
Floyd County	
Forsyth County	
Fulton Leadership Academy	
Georgia School for the Deaf	
Glascock County	
Gordon County	
Grady County	
Greene County	
Habersham County	
Hancock County	
Haralson County	
Hart County	
Jackson County	
Jasper County	
Jefferson City	
Lamar County	
Lee County	

Can you answer the learning targets?

- I can identify the purpose of an Early Warning System (EWS).
- I can identify steps to implement and monitor an Early Warning System.
- I can identify methods to ensure that an Early Warning System is implemented with fidelity.

Session Feedback

Thank you for attending our session. Please take a moment to provide your feedback.

https://tinyurl.com/2020ILC

Share your conference highlights now!

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youtube.com/c/GeorgiaDepartmentofEducation

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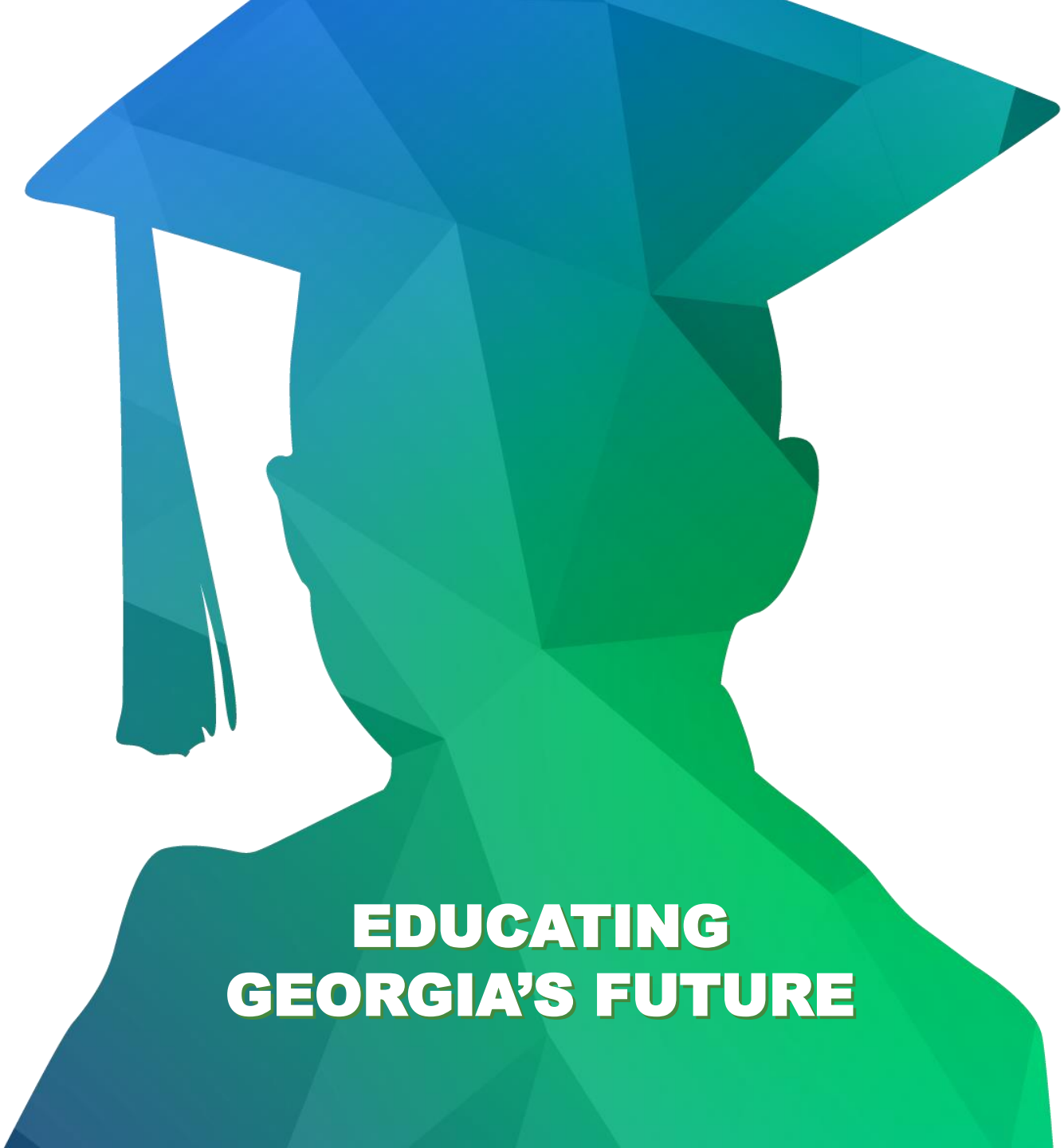
Georgia Department of Education