Implementing and Monitoring an Early Warning System

Georgia Compensatory Educational Leaders Conference
GCEL
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 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)

Annual Event Graduation Rate (ALL)

<table>
<thead>
<tr>
<th>Year</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>59.30%</td>
<td>63.20%</td>
<td>65.20%</td>
<td>71%</td>
<td>73%</td>
</tr>
</tbody>
</table>
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:
**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.

**Graduate Success: Closing the Gap**

**SPOTLIGHT ON SUCCESS**

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

2018-2019

- [List of LEAs with graduation rates of 85% or above]

**Georgia Department of Education**

Richard Woods, Georgia’s School Superintendent
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

<table>
<thead>
<tr>
<th>1 Finger</th>
<th>2 Fingers</th>
<th>3 Fingers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am clueless and have no idea what you are talking about.</td>
<td>We would like to implement an EWS but need more guidance.</td>
<td>We have perfected an EWS in our district.</td>
</tr>
</tbody>
</table>

![Hand gestures for 1, 2, and 3 fingers]
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.
Steps to Implement an Early Warning System

1. Establishing and training a team to use the EWS
2. Identifying accurate indicators and establish thresholds
3. Designing and using reports
4. Mapping appropriate interventions to individual student needs
5. Evaluating student progress and intervention effectiveness

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.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Efficacy Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collective teacher efficacy</td>
<td>1.57</td>
</tr>
<tr>
<td>Student expectations</td>
<td>1.33</td>
</tr>
<tr>
<td>Response to intervention</td>
<td>1.29</td>
</tr>
<tr>
<td>Student efficacy</td>
<td>1.29</td>
</tr>
<tr>
<td>Teacher clarity</td>
<td>0.92</td>
</tr>
<tr>
<td>Feedback</td>
<td>0.75</td>
</tr>
<tr>
<td>Direct instruction</td>
<td>0.70</td>
</tr>
<tr>
<td>Verbalization and questioning</td>
<td>0.60</td>
</tr>
<tr>
<td>Teacher-student relationships</td>
<td>0.55</td>
</tr>
<tr>
<td>Parental involvement</td>
<td>0.52</td>
</tr>
<tr>
<td>Writing programs</td>
<td>0.52</td>
</tr>
<tr>
<td>Cooperative learning</td>
<td>0.45</td>
</tr>
<tr>
<td>Student-centered teaching</td>
<td>0.40</td>
</tr>
<tr>
<td>Classroom management</td>
<td>0.36</td>
</tr>
<tr>
<td>Head start programs</td>
<td>0.35</td>
</tr>
<tr>
<td>Homework</td>
<td>0.33</td>
</tr>
<tr>
<td>Problem-based learning</td>
<td>0.29</td>
</tr>
<tr>
<td>Programmed instruction</td>
<td>0.26</td>
</tr>
<tr>
<td>Class size</td>
<td>0.23</td>
</tr>
<tr>
<td>Co-/team teaching</td>
<td>0.21</td>
</tr>
<tr>
<td>Ability grouping</td>
<td>0.19</td>
</tr>
<tr>
<td>Mentoring</td>
<td>0.19</td>
</tr>
<tr>
<td>Teacher subject matter knowledge</td>
<td>0.12</td>
</tr>
<tr>
<td>Summer vacation</td>
<td>-0.02</td>
</tr>
<tr>
<td>Television</td>
<td>-0.18</td>
</tr>
<tr>
<td>Mobility</td>
<td>-0.34</td>
</tr>
</tbody>
</table>

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. \( \times \) Evidence you are making a difference. \( = \) ES = 1.57*

(Eells, 2011; Hattie, 2017)
No Implementation Team vs. Implementation Team

From “Letting it Happen” to “Making it Happen”

14% Improvement in Intervention Outcomes in 17 Years

80% Improvement in Intervention Outcomes in 3 Years

Sources:
Fixsen, Blase, Timbers, & Wolf, 2001
Balas & Boren, 2000
Green & Seifert, 2005
Establish and Train Team

**Identify**
Identify team to target at-risk students, assign interventions, and monitor progress.
*If possible, incorporate work into an already existing team structure - for example, MTSS*

**Establish**
Establish roles and responsibilities

**Set**
Set meeting protocol including meeting dates, agenda, data tools, etc.

**Train**
Train team on using an early warning system (EWS)
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\textsuperscript{109}

<table>
<thead>
<tr>
<th>Grade</th>
<th>Extreme Chronic Absence (30%+)</th>
<th>High Chronic Absence (20-29.9%)</th>
<th>Significant Chronic Absence (10-19.9%)</th>
<th>Modest Chronic Absence (5-9.9%)</th>
<th>Low Chronic Absence (0-4.9%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>49%</td>
<td>25%</td>
<td>24%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Middle</td>
<td>43%</td>
<td>13%</td>
<td>13%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>High</td>
<td>46%</td>
<td>19%</td>
<td>13%</td>
<td>13%</td>
<td>9%</td>
</tr>
</tbody>
</table>

\textsuperscript{109} Georgia Partnership for Excellence in Education

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
### Georgia 8th Grade Student Absences and 4 Year Graduation Rate

<table>
<thead>
<tr>
<th>Days Absent</th>
<th>4-Year Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>82%</td>
</tr>
<tr>
<td>1 to 5 Days</td>
<td>80%</td>
</tr>
<tr>
<td>6 to 10 Days</td>
<td>72%</td>
</tr>
<tr>
<td>11 to 14 Days</td>
<td>61%</td>
</tr>
<tr>
<td>15 or More Days</td>
<td>38%</td>
</tr>
</tbody>
</table>

**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
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).
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
Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
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 multidimensional. 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 Schools
  - After-School Out-of-School Opportunities

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


**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.
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)

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incoming Indicator</td>
<td>• Before school begins</td>
</tr>
<tr>
<td>Attendance</td>
<td>• First 20 or 30 days</td>
</tr>
<tr>
<td></td>
<td>• End of each grading period</td>
</tr>
<tr>
<td></td>
<td>• End of year</td>
</tr>
<tr>
<td>Course Performance</td>
<td>• End of each grading period</td>
</tr>
<tr>
<td></td>
<td>• End of year</td>
</tr>
<tr>
<td>Behavior</td>
<td>• End of each grading period</td>
</tr>
<tr>
<td></td>
<td>• End of year</td>
</tr>
<tr>
<td>End of Year Indicator</td>
<td>• End of year</td>
</tr>
</tbody>
</table>
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 Tool
3. Attendance Tool
4. Academics Tool
5. Discipline Tool

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

### Individual Student ABC Monitoring Form

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Sped Caseload</th>
<th>Scho</th>
<th>Geoc</th>
<th>Exceptionality</th>
<th>DOB</th>
<th>Interventions</th>
<th>Attention</th>
<th>ISS/OSS</th>
<th>Behavior</th>
<th>Additional Notes/Next Steps if Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
<td>Johnny</td>
<td>Jane Doe</td>
<td>SMS</td>
<td>6 MI</td>
<td>11/12/05</td>
<td>System 44</td>
<td>3</td>
<td>73</td>
<td>70</td>
<td>68</td>
<td>78</td>
</tr>
<tr>
<td>Harvey</td>
<td>Sally</td>
<td>Jane Doe</td>
<td>SMS</td>
<td>6</td>
<td>1/24/05</td>
<td>Check &amp; Connect</td>
<td>T</td>
<td>87</td>
<td>82</td>
<td>75</td>
<td>90</td>
</tr>
</tbody>
</table>

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Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
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

**Academic**
- “I am failing my classes.”
- “The work is too hard.”
- “I can’t do it.”

**Cognitive**
- “Why do I need to know algebra?”
- “I am never going to graduate anyway.”
- “School is stupid.”

**Behavioral**
- “I keep forgetting to set my alarm.”
- “I missed the bus.”
- “My mama didn’t wake me up.”

**Affective**
- “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?”

**Observable Engagement**

**Internal Engagement**
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

C&C is the only dropout prevention intervention to show positive effects for staying in school.
Intervention Map
District Supports

- Social Skills Training
- Tutoring
- Read 180
- Classworks
- Mental Health Therapist
- Afterschool Program
- Perfect Attendance Celebration
- Reading Support Class
- Check in/Check out
## District Supports

<table>
<thead>
<tr>
<th>ATTENDANCE</th>
<th>Tier 1 - Universal All Students</th>
<th>Tier 2 - Preventive 15-20% of Students</th>
<th>Tier 3 - Intensive 5-10% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| BEHAVIOR   |                                 |                                       |                                     |
|------------|---------------------------------|---------------------------------------|                                     |

<p>| COURSE PERFORMANCE |                 |                                       |                                     |
|---------------------|-----------------|---------------------------------------|                                     |</p>
<table>
<thead>
<tr>
<th></th>
<th>Tier 1- Universal All Students</th>
<th>Tier 2- Preventive 15-20% of Students</th>
<th>Tier 3- Intensive 5-10% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance (Example)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Every absence brings a response</td>
<td></td>
<td>Two or more unexcused absences in a month brings brief daily check by an adult</td>
<td>Sustained one-on-one attention and problem solving</td>
</tr>
<tr>
<td>- Create a culture that says attending everyday matters</td>
<td></td>
<td>Attendance team (teacher, counselor, administrator, parent) investigates and problem solves (why isn’t student attending)</td>
<td>Appropriate social service or community supports</td>
</tr>
<tr>
<td>- Positive social incentives for good attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Data tracking by teacher teams</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>National Center on Intensive Intervention</th>
<th>National Technical Assistance Center on Transition</th>
<th>What Works Clearinghouse</th>
<th>Promising Practices</th>
<th>National Center for Systemic Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best Evidence Encyclopedia</td>
<td>National Dropout Prevention Center/Network</td>
<td>Collaborative for Academic, Social, and Emotional Learning</td>
<td>Evidence for ESSA</td>
<td>Student Engagement Project</td>
</tr>
<tr>
<td>SAMHSA Evidence-Based Practices Resource Center</td>
<td>Center on Instruction</td>
<td>Ask REL</td>
<td>Ideas That Work</td>
<td>Social Programs That Work</td>
</tr>
</tbody>
</table>
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?
Data allow us to...

- Estimate the rates of improvement (ROI) across time.
- Compare the efficacy of different forms of instruction.
- Identify students who are not demonstrating adequate progress.
- 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

<table>
<thead>
<tr>
<th>I. Establish and train a team using the EWS</th>
<th>Operational Documented Evidence Provided</th>
<th>In Progress</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Develop a team of broad stakeholders</td>
<td></td>
<td></td>
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<td>b. Provide professional development on EWS</td>
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<td>c. Assign roles and responsibilities</td>
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<td>d. Establish a monthly meeting schedule</td>
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| 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 | | | |
Georgia Department of Education
School Completion Toolkit

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

Graduation Success: Closing the Gap

2018-2019

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

- Jasper County 90.5%
- [Map showing LEAs with graduation rates]
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.
Thank you for attending our session. Please take a moment to provide your feedback.

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