

Advancing School Leadership for Continuous Improvement

School Completion Strategies That Work!

Winter Instructional Leadership Conference

February 26, 2020

Susan Brozovic, GaDOE State Systemic Improvement Program Specialist

Annette Murphy, 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)

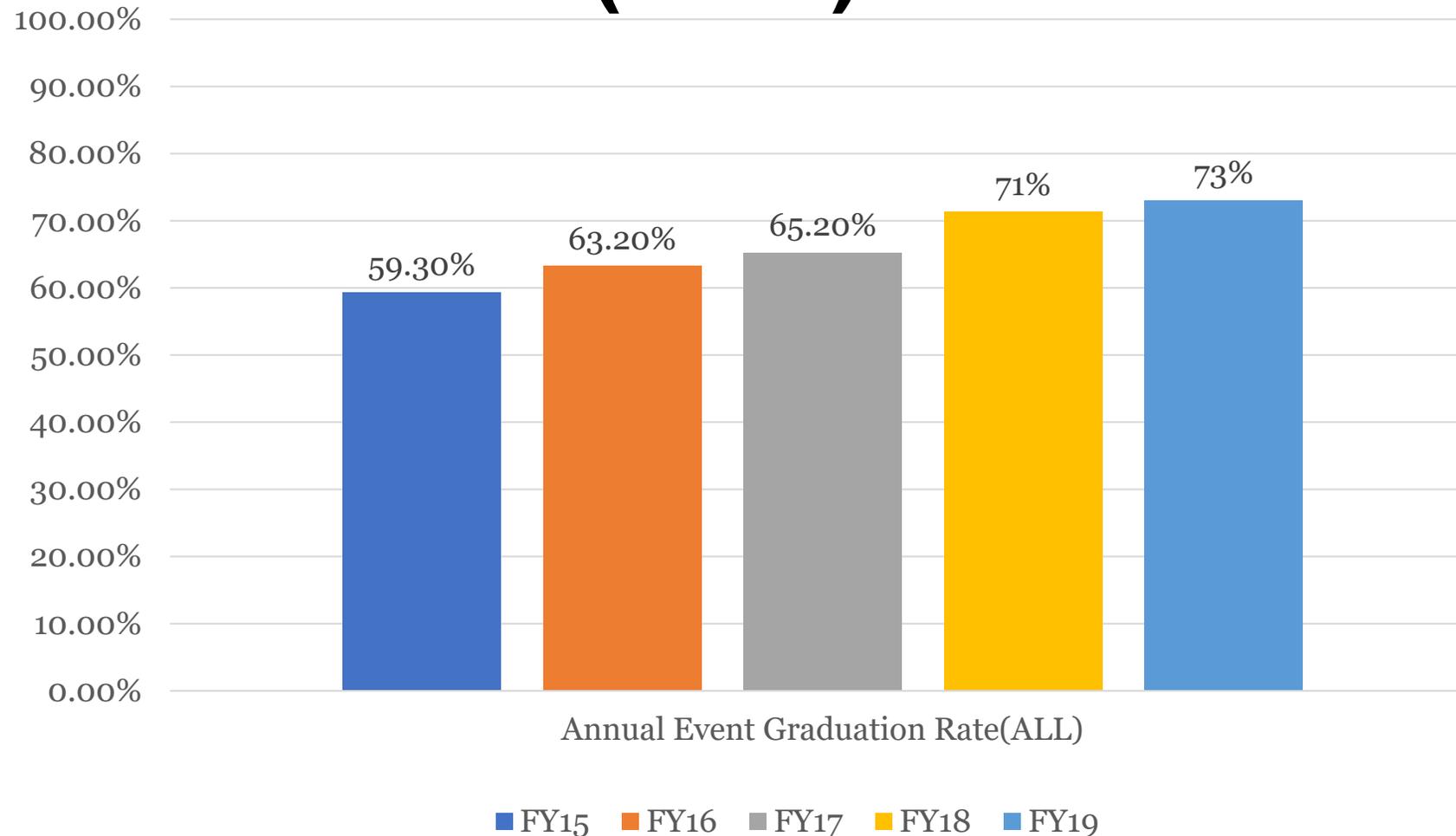
The Every Student Succeeds Act (ESSA) requires states and districts to support and improve the quality of low-performing high schools. States must set long-term high school graduation rate goals for all student groups and identify and intervene in those schools that graduate fewer than two-thirds of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

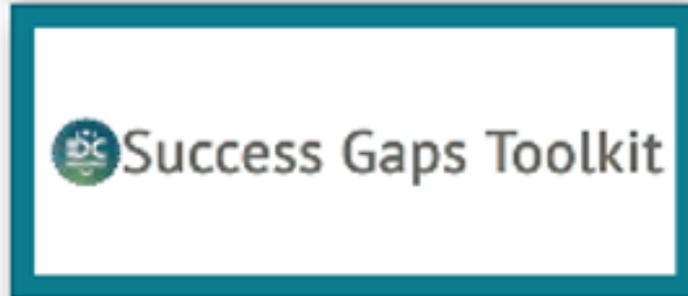
School Completion Toolkit

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:





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.

Graduation Success: 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 earn a regular education diploma, regardless of the year they attended 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	📄 📺
Buitts County	📄 📺
Calhoun City	📄 📺
Camden County	📄 📺
Candler County	📄 📺
Carroll County	📄 📺
Catoosa County	📄 📺
Chattahoochee County	📄 📺
Chattanooga 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	📄 📺
Heralson County	📄 📺
Hart County	📄 📺
Jackson County	📄 📺
Jasper County	📄 📺
Jefferson City	📄 📺
Lamar County	📄 📺
Lee County	📄 📺



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

- I am clueless and have no idea what you are talking about.



2 Fingers

- We would like to implement an EWS but need more guidance.



3 Fingers

- We have perfected an EWS in our district.



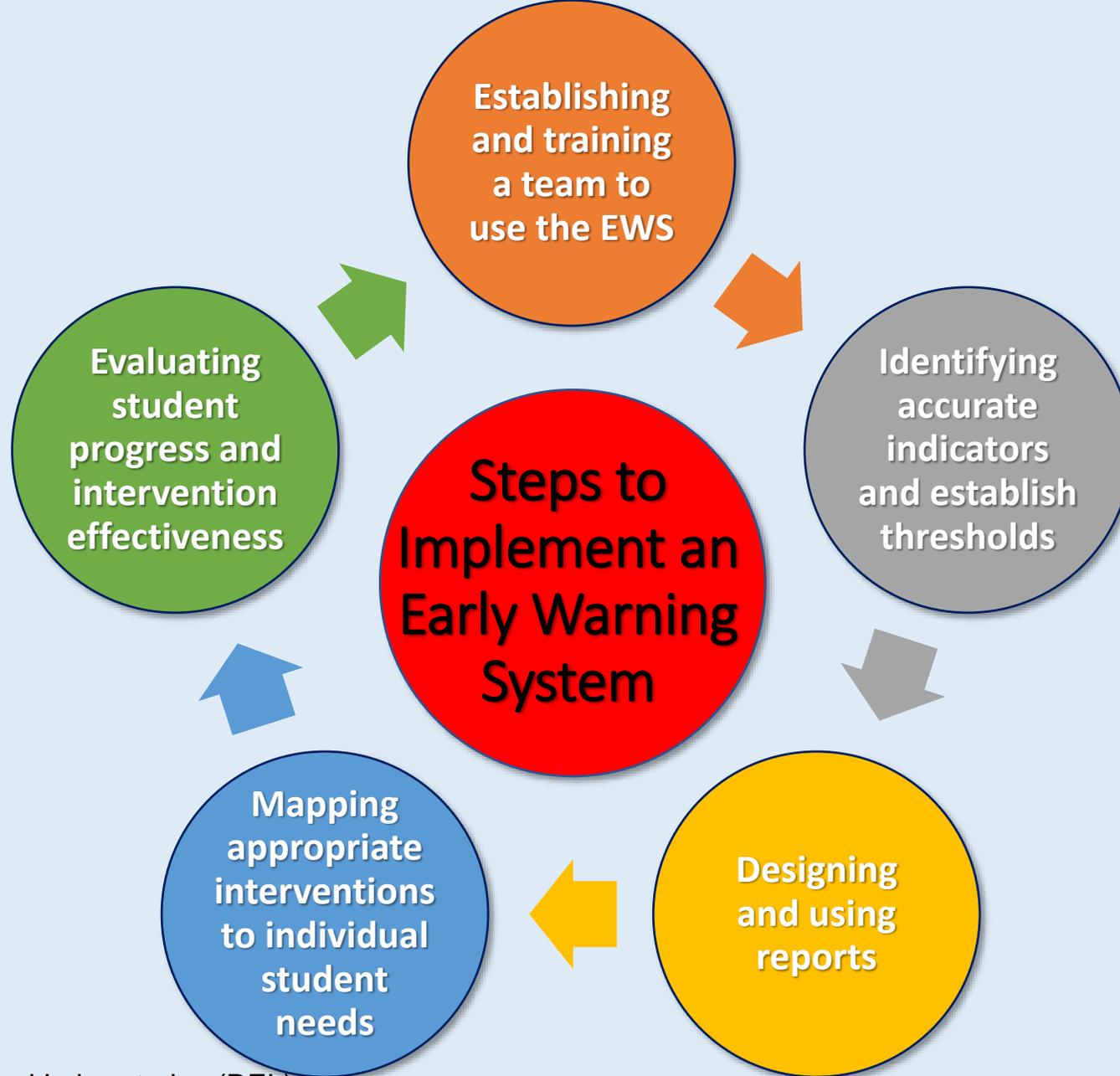
Early Warning System (EWS)

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

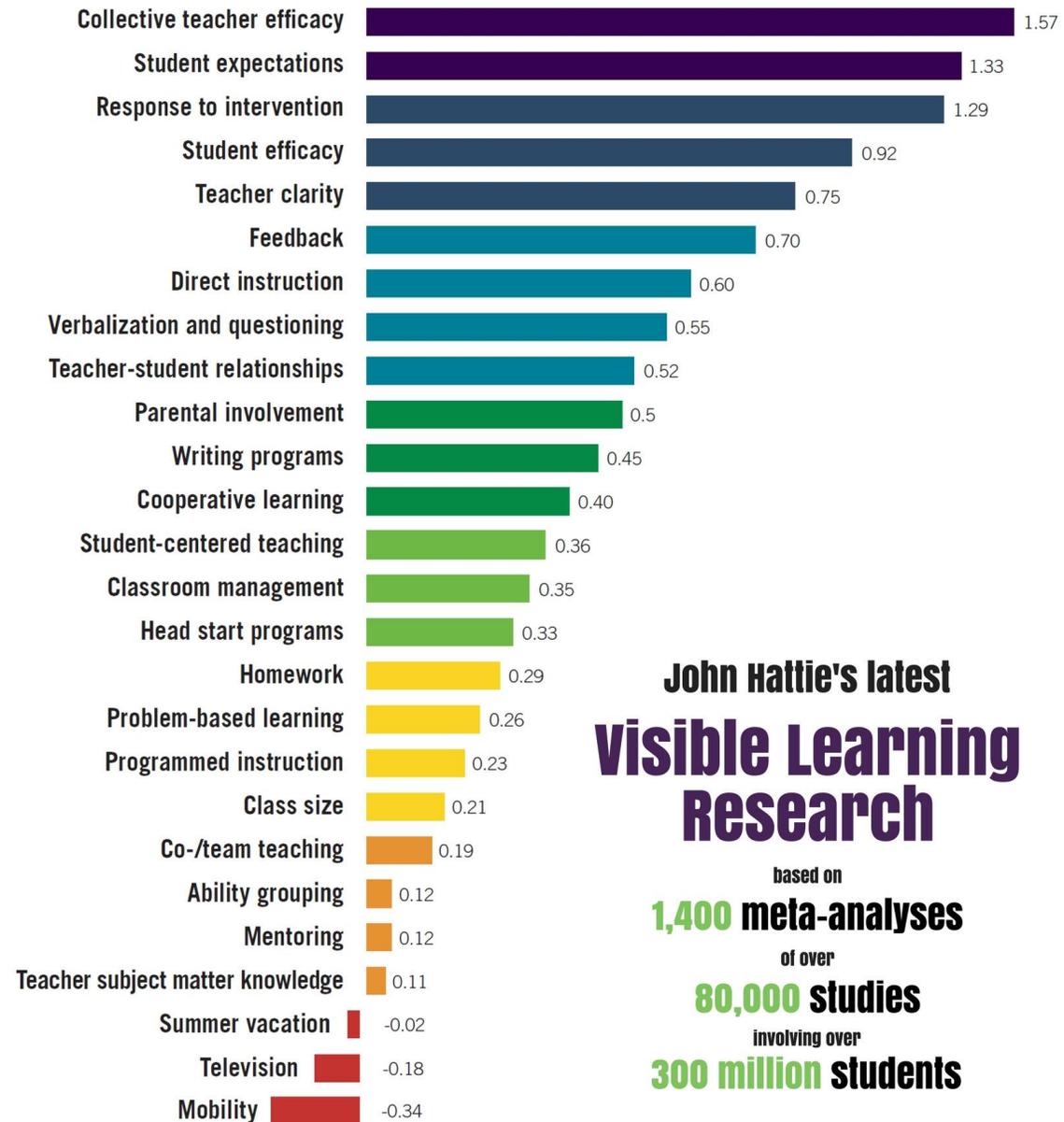
There is no way a single teacher
has all the **time**
All the **knowledge**
and all the **skills**
To meet all the needs
Of every child in his or her class(es).

Buffaman, Mattos, & Webber, 2009

We depend on collective efficacy

Collective Teacher Efficacy

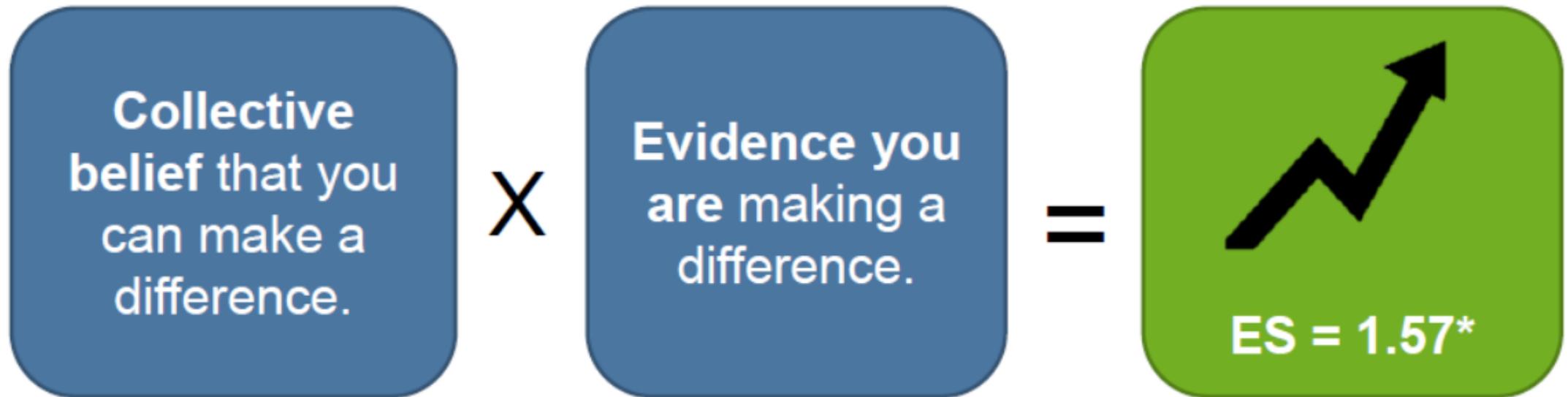
The collective belief of educators in their ability to positively affect students.



John Hattie's latest Visible Learning Research

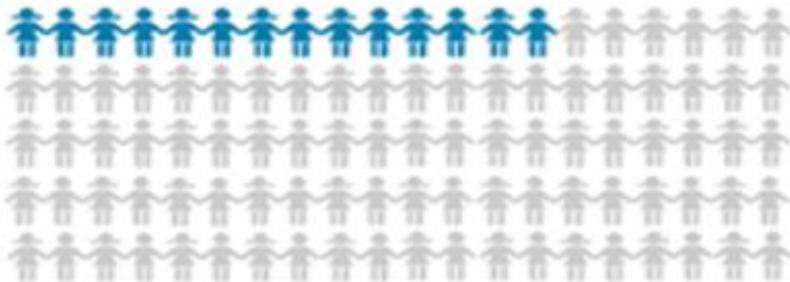
based on
1,400 meta-analyses
of over
80,000 studies
involving over
300 million students

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



(Eells, 2011; Hattie, 2017)

No Implementation Team



From "Letting it Happen"

14%
17
Years

Improvement in
Intervention Outcomes

Implementation Team

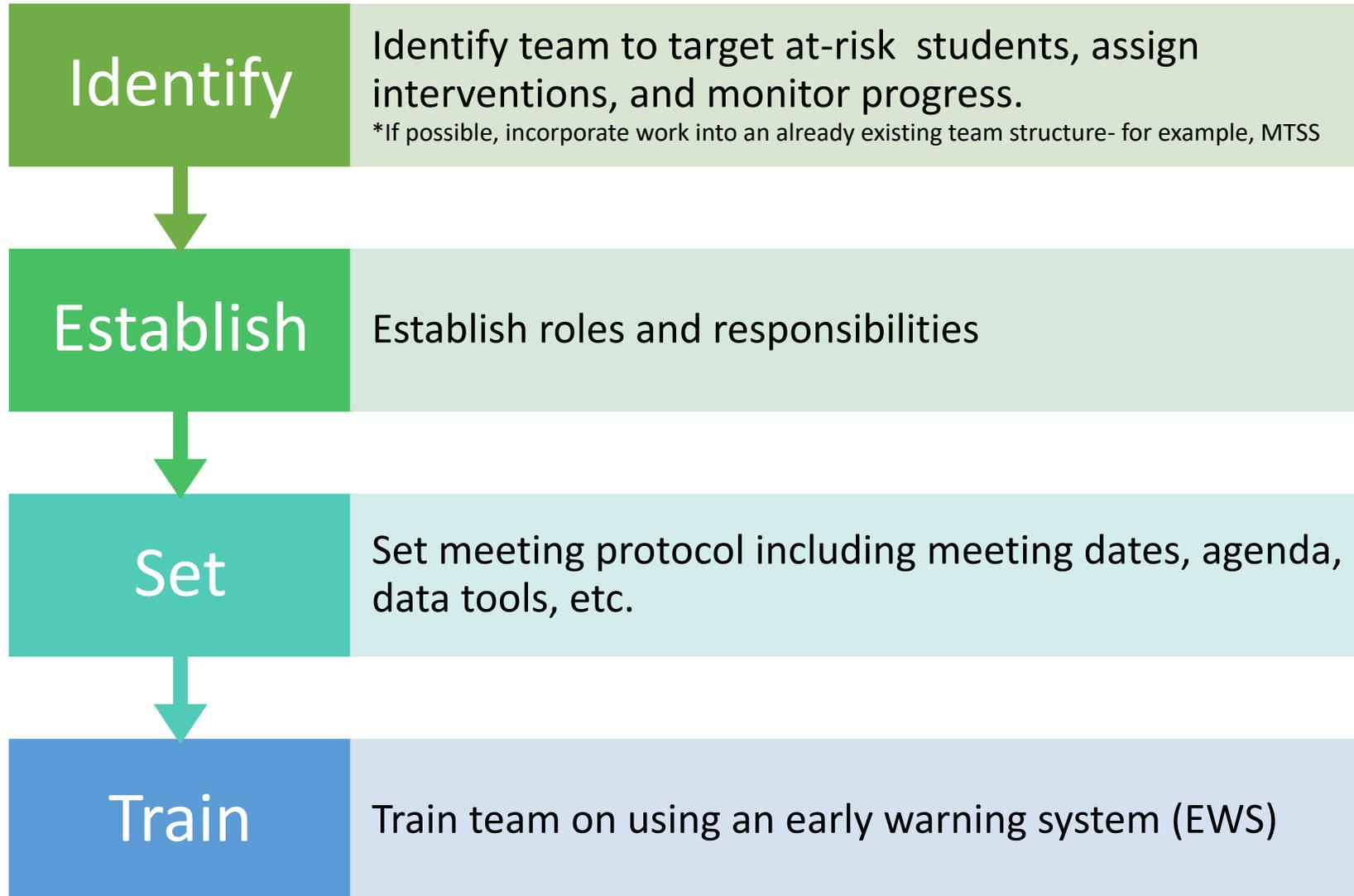


To "Making it Happen"

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

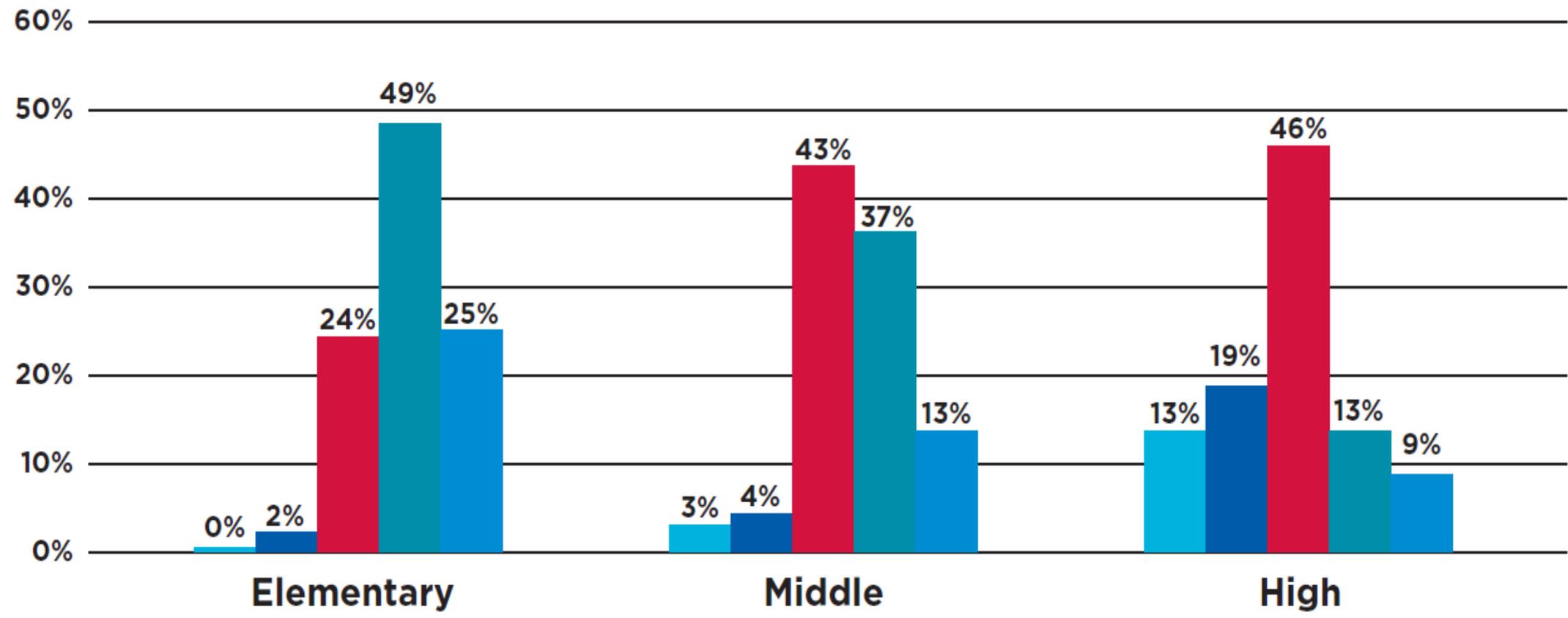
Course Performance



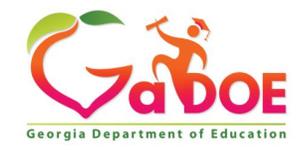
**Missing a few days each
year is normal and doesn't
matter that much.**



FIGURE 5.1 Chronic Absences Across Georgia by Severity and School Grades Served¹⁰⁹



- Extreme Chronic Absence (30%+)
- High Chronic Absence (20-29.9%)
- Significant Chronic Absence (10-19.9%)
- Modest Chronic Absence (5-9.9%)
- Low Chronic Absence (0-4.9%)



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>



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 education.

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

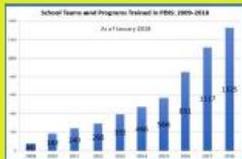
From the Governor's Office of Student Achievement
<https://gosa.georgia.gov/report-card>



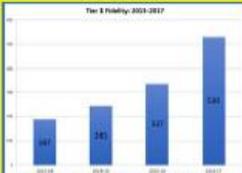
Key Features of PBIS

Behavioral support is provided for **ALL** students' school-wide. This system of support offers all students:

- Social skills instruction
- Positive/proactive discipline
- Social behavior expectations
- Active supervision
- Positive acknowledgement
- Fair and corrective discipline
- Parent training and collaboration



Georgia is among 10 states that have trained more than 1,000 schools in PBIS.



Georgia continues to see an increase in the number of schools implementing PBIS with fidelity.

Addressing Discipline, Climate and Safety in Georgia with PBIS

How should schools address safety, acknowledge students for achievement, and appropriately discipline students?

Parents report that their main school concern is the safety of their child (Neilsen Gatti, Stansberry-Brusnahan, & Nelson, 2007).

Challenging behaviors in schools, ranging from disruptive behaviors to physical violence, is a safety concern and they represent barriers to teaching and learning. Educators and parents both share this worry.

Rather than relying on a patchwork of short-term solutions for individual students and situations, schools should focus on proactive ways to define, teach, and sustain appropriate student behaviors across all school settings including the classroom, lunchroom, restrooms, and playground.

The primary goal of Positive Behavioral Interventions and Supports PBIS is to help schools design effective environments that will improve teaching and learning for all students.

How does Positive Behavioral Interventions and Supports differ from traditional school discipline?

Schools tend to focus on individual situations or individual student behavior rather than the entire school climate. This approach doesn't consider the reason why behaviors are occurring. The traditional way of dealing with these problems is to punish each student with the hope that future problems will decrease.

When that does not occur, schools turn to the enforcement of tougher policies. This approach is not effective, causes more work for educators, and creates negative social climates in schools.

The American Heritage Dictionary defines discipline as "training that is expected to produce a specific character or pattern of behaviors, especially training that produces moral improvement."

GaPBIS believes that like reading and math, behavior can be taught. Since 2008, GaPBIS has trained over 1,000 schools to create more positive learning environments for all students.



Justin Hill, PBIS State Coordinator
 Georgia Department of Education
 Positive Behavioral Interventions and Supports
 1870 Twin Towers East
 Atlanta, Ga 30334

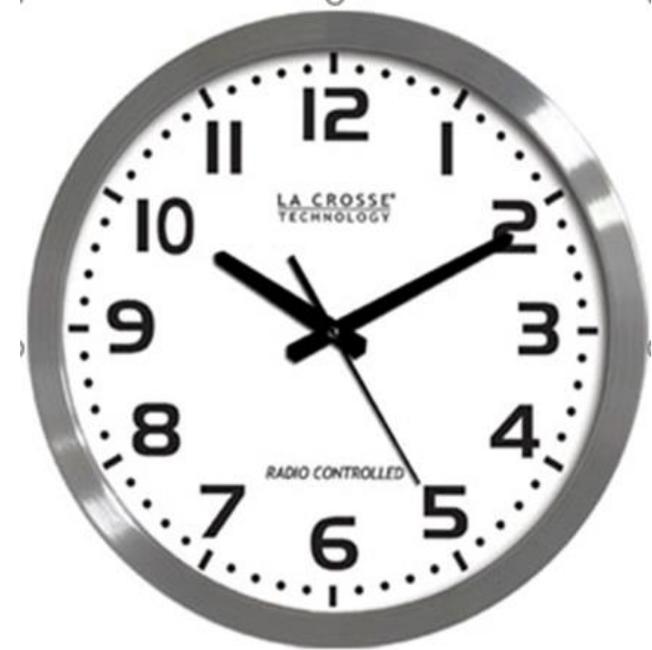
www.gadoe.org/gapbis



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

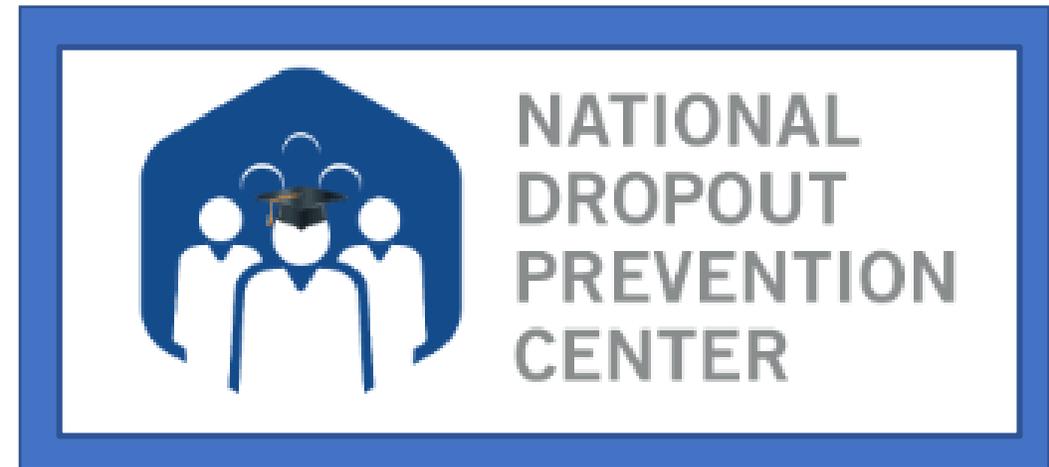
Managing and Improving Instruction

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



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

ndpc@dropoutprevention.org www.dropoutprevention.org



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

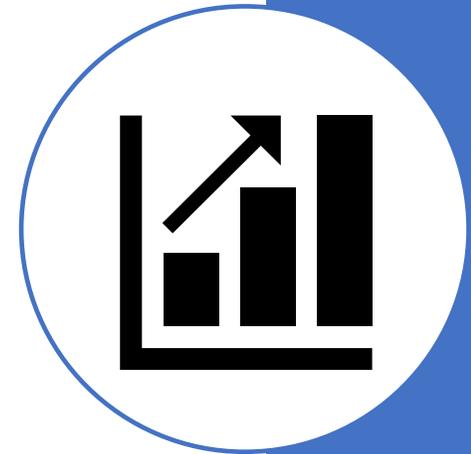
National High School Center at the American Institutes for Research (AIR)

Indicators	Time Frame
Incoming Indicator	<ul style="list-style-type: none">• Before school begins
Attendance	<ul style="list-style-type: none">• First 20 or 30 days• End of each grading period• End of year
Course Performance	<ul style="list-style-type: none">• End of each grading period• End of year
Behavior	<ul style="list-style-type: none">• End of each grading period• End of year
End of Year Indicator	<ul style="list-style-type: none">• 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)

STUDENT DATA SCREEN ABLE HIGH SCHOOL | 2013-2014

Student Data: Set-up Semester 1 Data Semester 2 Data Full Year: Cumulative Summary Report Filter by last name Show All

STUDENT DATA: AT-RISK SUMMARY INTERVENTION TRACKER REPORTS ?

FULL YEAR	STUDENT NAME	Year Totals				Risk Indicators: Sem. 1					Risk Indicators: Sem. 2				Risk Indicators: Year				
		AB	CF	CCF	CE	F30	6w2	S1A	CF	GPA	6w5	S2A	CF	GPA	AB	CF	GPA	STATUS	IP
1.	ACUNA, MAGDA	0.11	1	1	4	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes	Yes	Yes	On-Track	
2.	ALVAREZ, MARGARET	0.06	0	0	6.7	Yes	No	No	No	No	No	No	No	No	No	No	No	On-Track	
3.	BECKWITH, SHIRLEY	0.01	0	0	6.4	No	No	No	No	No	No	No	No	No	No	No	No	On-Track	
4.	BROWN, DARLENE	0.01	0	0	6.4	No	No	No	No	No	No	No	No	No	No	No	No	On-Track	

STUDENT SUMMARY REPORT ADAMS, EDUARDO

Name: ADAMS, EDUARDO Notes:

Student ID: 3543248

Gender/Eth: H

Cohort: 2013-2014 Custom Fields:

Grade: 9

Key Descriptors:

TNGTI Special Ed.
 Title I EL/ESL

SEMESTER 1 DATA	SEMESTER 2 DATA	YEAR TOTALS
ATTENDANCE	ATTENDANCE	
Six Weeks 1 #absences (F-30) 0	Six Weeks 4 #absences 0	
Six Weeks 2 #absences 0	Six Weeks 5 #absences 0	
Six Weeks 3 #absences 0	Six Weeks 6 #absences 0	
Semester 1 #absences 0	Semester 2 #absences 0	AB 0
ACADEMICS	ACADEMICS	
Sem. 1 core courses #Fs 1	Sem. 2 core courses #Fs 2	
Sem. 1 all courses #Fs 2	Sem. 2 all courses #Fs 3	CF 5
Sem. 1 #credits earned 3	Sem. 2 #credits earned 0	CE 3
Sem. 1 gpa 1.85	Sem. 2 gpa 1.85	GPA 1.85
BEHAVIOR	BEHAVIOR	
Six Weeks 1 #referrals 0	Six Weeks 4 #referrals 0	
Six Weeks 2 #referrals 0	Six Weeks 5 #referrals 0	
Six Weeks 3 #referrals 1	Six Weeks 6 #referrals 1	
Semester 1 #referrals 1	Semester 2 #referrals 1	STATUS OFF-TRACK

Early Warning Data System - TXCC (SD) | Baker High School | 2013-2014 Last Updated: 11/6/2013 7:50:23 AM by ewasdrn

INTERVENTION TRACKER ?

Intervention types are used to categorize your student interventions into groups. Each category is then summarized to show student performance outcomes across the duration of the intervention period in the areas of attendance, academics, and behavior.

Chosen intervention type: Tutoring (2) [Link categories](#)

CATEGORY: Tutoring DESCRIPTION: Various tutoring programs around math, reading, and science.

ATTENDANCE ACADEMICS BEHAVIOR Interventions in this category: 2

Student academic performance for interventions in the category Tutoring.

STUDENT NAME	INTERVENTION	DURATION	INTENSITY	ACADEMIC PERFORMANCE - BY SEMESTER							
				SW1	SW2	SW3	SW4	SW5	SW6	YEAR	GOAL
CHAVEZ, ARIEL	Math tutoring	SW2 to SW2 6 weeks	2 time(s) per week	CCF%	3				0	1	
				CF%	3				0		
				GPA	2.0				2.62		
				CE	4				4		
DEL GRACCO, GAIL	Math tutoring group	SW3 to SW3 6 weeks	1 time(s) per week	CCF%	1				0		
				CF%	3				0	1	
				GPA	3.2				3.5	3.5	
				CE	3				3.2	6.2	

NOTE: The blue lines in the student data area above represent the period of time the intervention was in place.

free
ESC Materials

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

free

Passing Rate Data	1st Quarter	2nd Quarter	3rd Quarter
Percent 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%	
Percent of 10th graders 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%	
Percent of 11th graders 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%	
Percent 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%	

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.

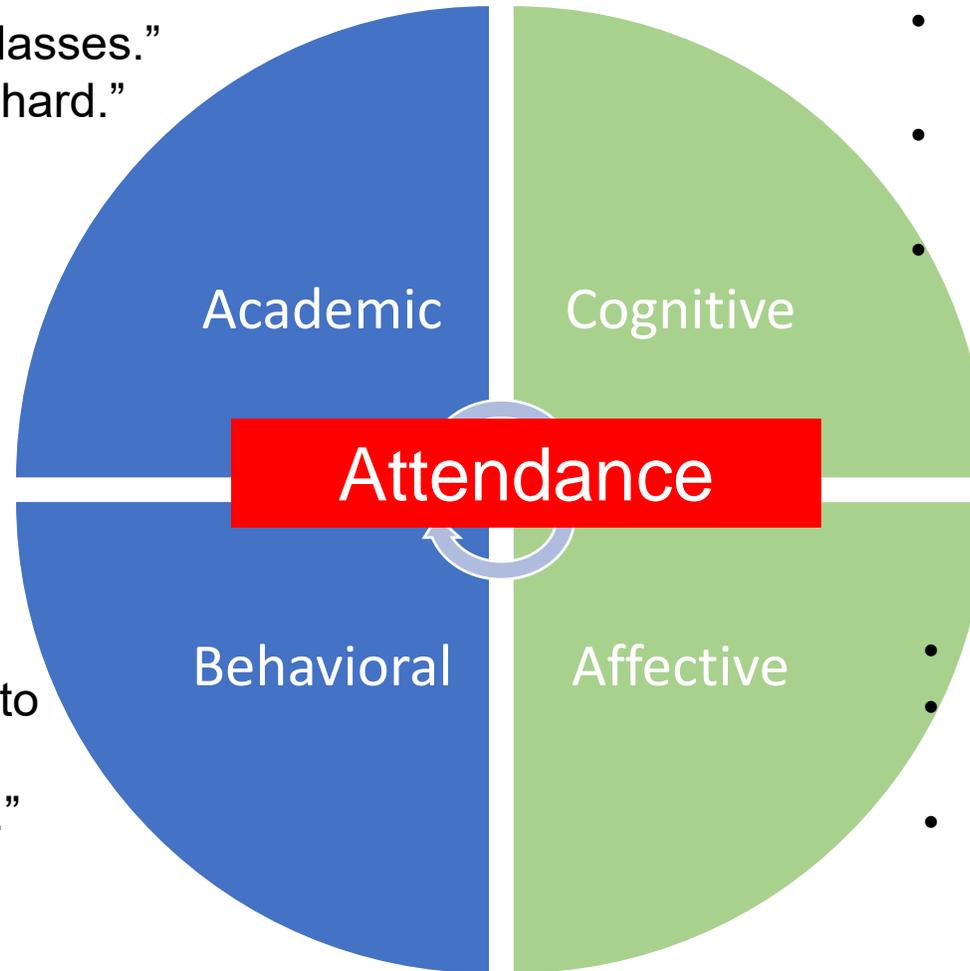
Why is this occurring?

Multidimensional Student Engagement

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

Observable Engagement

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



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

Internal Engagement

- “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?”

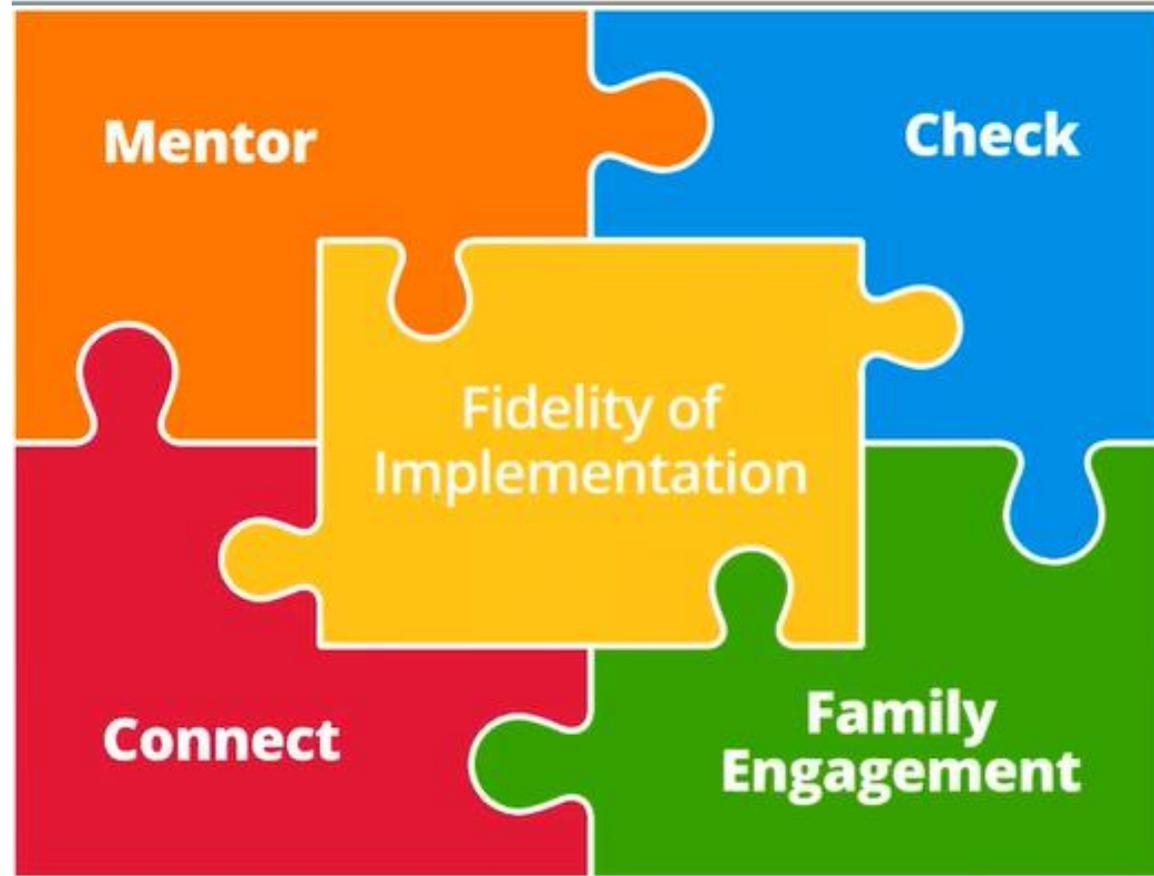
Interventions in Secondary Schools

- 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



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

Mentor
Program

Reading
Support
Class

Afterschool
Program

Perfect
Attendance
Celebration

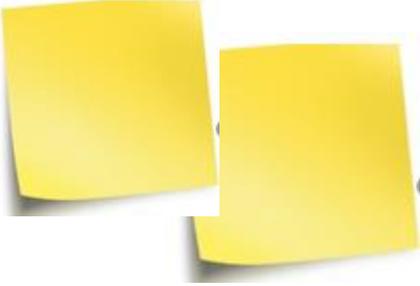
Check in/
Check out

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			

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.

	Tier 1- Universal All Students	Tier 2- Preventive 15-20% of Students	Tier 3- Intensive 5-10 % of Students
Attendance (Example)	<ul style="list-style-type: none"> • Every absence brings a response • Create a culture that says attending everyday matters • Positive social incentives for good attendance • Data tracking by teacher teams 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Sustained one-on-one attention and problem solving • Appropriate social service or community supports
Behavior			
Course Performance			
Social-Emotional Learning			



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.)?

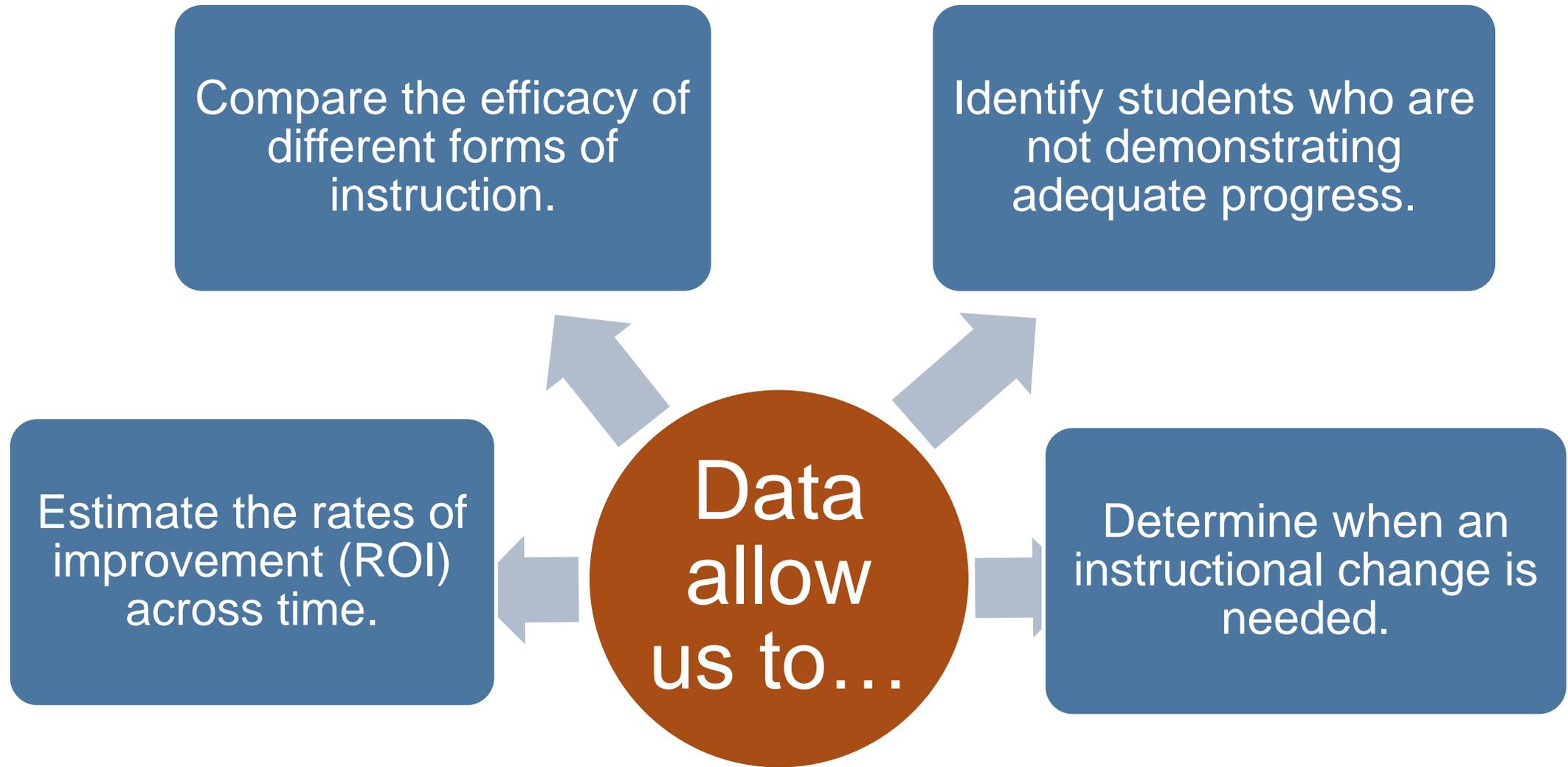
How are we **monitoring fidelity of implementation**?

- 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?



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 Checklist

I. Establish and train a team using the EWS	Operational Documented Evidence Provided	In Progress	Not Evident
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			

Early Warning System Fidelity Checklist



School Completion Toolkit



school completion tool | x



Richard Woods, Georgia's School Superintendent

Offices & Divisions ▾

Policy ▾ Finance & Operations ▾ Contact ▾

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.

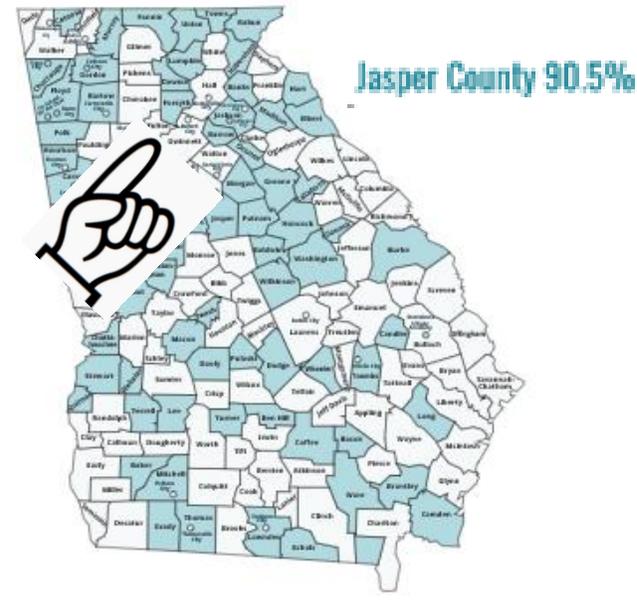
Graduation Success: Closing the Gap



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



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!



[@GaDOESDE](https://twitter.com/GaDOESDE)

www.gadoe.org

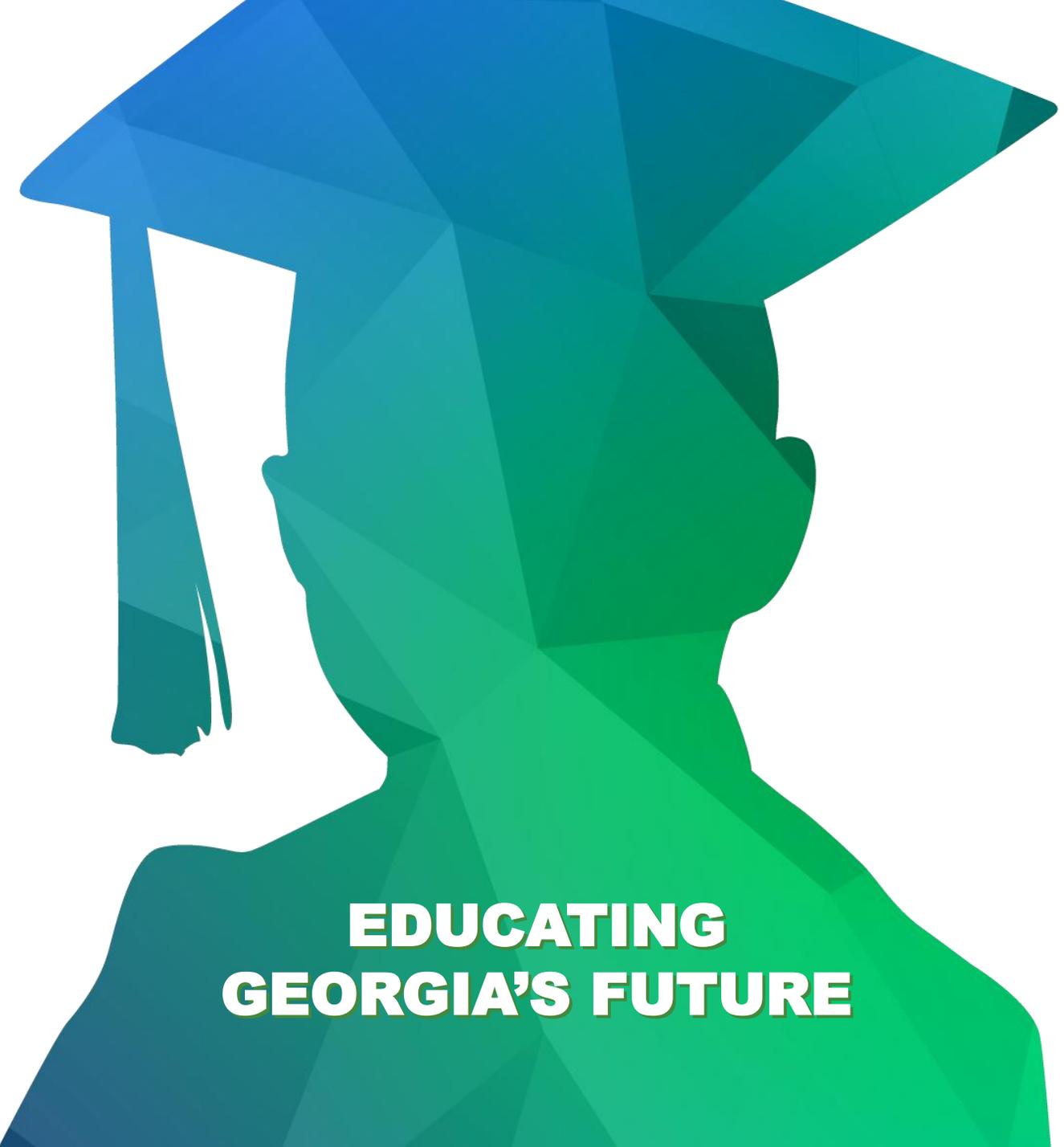
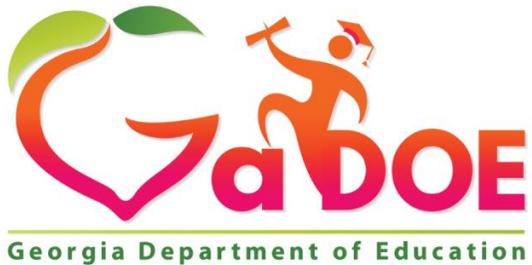


Annette Murphy

anmurphy@doe.k12.ga.us

Susan Brozovic

sbrozovic@doe.k12.ga.us

 A large, stylized graphic of a graduation cap (mortarboard) in shades of blue and green, positioned on the right side of the page.

**EDUCATING
GEORGIA'S FUTURE**