

Mississippi Early Warning System Guidance Document

Promoting K-12 Success



Vision _____

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

Mission _____

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

State Board of Education Goals 5-Year Strategic Plan for 2016-2021

- ✓ All Students Proficient and Showing Growth in All Assessed Areas
- ✓ Every Student Graduates High School and is Ready for College and Career
- ✓ Every Child Has Access to a High-Quality Early Childhood Program
- ✓ Every School Has Effective Teachers and Leaders
- ✓ Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
- ✓ Every School and District is Rated “C” or Higher

- Purpose of an EWS
- Strongest Predictors of High School Graduation
- Establishing Teams
- Identifying Accurate Indicators
- Designing and Using Reports
- Mapping Appropriate Interventions to Individual Student Needs
- Evaluating Student Progress and Intervention Effectiveness

EWS Purpose

- SBE Goal 2: Every Student Graduates from High School and is Ready for College and Career.
- Objective: Develop an Early Warning System to identify students in need of assistance to reach graduation so that appropriate interventions could be provided to assist each student with reaching the goal of exiting high school ready for college and career.

Assist school districts and schools with:

- Collecting, documenting, and carefully analyzing student data to verify that students are on track to graduate
- Ensuring that at-risk students are identified, supported, and monitored as early as possible
- Providing supports and interventions that get students back on track to graduate
- Identifying students at risk of missing key educational milestones
- Recognizing factors that are negatively impacting student's learning and behavior

Critical Components for Implementation:

- EWS teams
- Accurate indicators
- Reports
- Appropriate interventions matched to individual student needs
- Student progress and intervention effectiveness evaluation measures

Establishing Teams



Purpose of the Team

- Understand the mission
- Enact safeguards that consistently identify and support students at risk of not graduating
- Work together with all elementary, middle, and high schools within the district/state

Types of EWS Team

- District Level Team
- School Level Team



District Level Team Members



The District MTSS Team serving at the K-6 grade level could serve a dual role as the District EWS Team. If a district decides to establish an elementary level EWS Team that is separate from the MTSS Team it should include the categories of service on the next few slides.

District EWS Teams: Middle and High School Levels

| Members | Roles |
|--|---|
| District Team Leader | <ul style="list-style-type: none"> • Disseminates accomplishments and challenges • Advocates for policy changes at the district level • Sets meetings and assures team focus on the dropout prevention mission • Coordinates training, coaching, resources, and evaluation to support district and school level teams |
| School Team Representative | <ul style="list-style-type: none"> • Serves as a liaison for the school with the district • Ensures compliance with the mission from the perspective of the teacher or counselor • Serves as the voice for students, relaying what works and what is needed |
| Principals: Middle and High Schools | <ul style="list-style-type: none"> • Provides the school perspective and • Ensures that the school complies with the district EWS guidelines |
| MSIS Department Staff | <ul style="list-style-type: none"> • Collaborates on report structures • Builds and provides reports • Updates data regularly |

District EWS Teams: Middle and High School Levels

| Members | Roles |
|--|---|
| Curriculum Department Representative | <ul style="list-style-type: none"> • Collects information for determining needed modifications in the academic program offered to students • Provides assistance with data interpretation and selection of support resources • Determines professional development needs |
| Special Services Representative | <ul style="list-style-type: none"> • Communicates needs of special populations to the committee (special education, migrant, homeless, English learners, gifted, etc.) |
| District Dropout Prevention Coordinator | <ul style="list-style-type: none"> • Assures that the district and schools are in compliance with state guidelines • Provides information requested by the team for decision making • Keeps track of mapping between indicators and interventions at each school |

District Level Team Responsibilities

- **Ongoing responsibilities:**
 - establish specific district guidelines for operation of the Early Warning System, using the guidance provided in the EWS Guidance Document
 - meet periodically with school level teams to monitor the effectiveness of the process

District Level Team Responsibilities

End of school year responsibilities:

- determine changes that need to be made in the Early Warning System process
- notice trends in the data specific to interventions used and progress made
- determine what professional training is needed for ensuring an improved graduation rate
- recommend/solicit community resources and volunteer groups for partnering in the effort to assure that all students graduate

School Level Team Members



At a **minimum**, School Level EWS teams should include staff from the following categories of service on the next few slides, with the counselors serving as the coordinator for the team and a building administrator as the person responsible for implementation of the plan.

School Level EWS Team: Middle and High School

| Members | Roles |
|--|--|
| <p>Building Administrator</p> | <ul style="list-style-type: none"> • Assures that the process is followed with integrity • Serves on district EWS team • Communicates clear expectations to local school team members • Allocates resources • Ensures follow-up |
| <p>*Counselor</p> <p><i>NOTE: The asterisk denotes that the counselor should serve as the team leader.</i></p> | <ul style="list-style-type: none"> • Serves as <i>coordinator of the group</i> • Provides information requested by the team for decision making • Maintains track of mapping between indicators and interventions at the school • Keeps a record of decisions made |

School Level EWS Team: Middle and High School

| Members | Roles |
|--|--|
| Teacher | <ul style="list-style-type: none"> • Provides academic and behavioral information about specific students on the list, as well as expertise in discussion of all students for identification and service purposes |
| Interventionist | <ul style="list-style-type: none"> • Communicates needs of special populations to the team (special education, migrant, homeless, English learners, gifted, etc.) |
| Lead Teacher or Instructional Coach | <ul style="list-style-type: none"> • Collects information for determining needed modifications in the academic program offered to students • Provides assistance with data analysis • Determines professional development needs |

School Level Team Responsibilities

- **Ongoing Responsibilities:**
 - work with the district level team and the TST to appropriately use data to establish and implement accurate interventions aligned with MTSS documentation for individual students and subgroups
 - understand and interpret different types of data sets in order to make appropriate decisions regarding supports
 - discuss specific students that are designated as ‘off track’ or ‘sliding off track’ and determine and document the appropriate action

School Level Team Responsibilities

End of the school year responsibilities:

- determine changes needed with the EWS process
- identify trends in the data specific to interventions and progress
- determine professional development needs to improve graduation rate
- develop recommendations for the district level EWS team about process, policy changes needed, and resources desired
- schedule transition meetings between school EWS teams as students move grades and change buildings

Meeting Schedule

Meeting Schedule: School Level Early Warning System Team

| Elementary (K-6) | Middle & High Schools For Optimal Results | Middle & High Schools At a minimum |
|--|--|--|
| <ul style="list-style-type: none"> • Meet in compliance with MTSS guidelines • MTSS Tier 2 Implementation and recommended review 4 weeks – 1st review 8 weeks – 2nd review • MTSS Tier 3: (<i>SBE Part 3, Chapter 41</i>) 8 weeks - 1st review 16 weeks- 2nd review | <ul style="list-style-type: none"> • Meet bi-weekly to monitor attendance, behavior and academic performance of each student in the EWS ‘off track’ and ‘sliding off track’ categories. | <ul style="list-style-type: none"> • Meet after each progress report period • Meet at the end of each grading period • Minimum of 8 meetings per year |

The strongest predictors of high school graduation are:

- Student Attendance
- Behavior
- Course Performance

(University of Chicago Consortium on Chicago School Research, 2014).

Attendance Predictors

| Status | Threshold: Number of Days Absent | |
|-------------------------------|----------------------------------|------------|
| | Each Quarter | Full Year |
| Off track (Tier III) | 5 days | 18 days |
| Sliding (Tier II) | 3-5 days | 10-18 days |
| On track to graduate (Tier I) | 2 days or less | 9 days |

Source: www.kidscount.ssrc.msstate.edu

Behavior Predictors Elementary, Middle, and High

| Status | Number of Office Referrals | | Number of Days Suspended | |
|-------------------------------|----------------------------|-----------|--------------------------|-----------|
| | Each Quarter | Full Year | Each Quarter | Full Year |
| Off track (Tier III) | 2 | 6 | 1 | 2 |
| Sliding (Tier II) | 1 | 3-5 | 0 | 0-1 |
| On track to graduate (Tier I) | 0 | 0-2 | 0 | 0-1 |

Source: Johns Hopkins University, 2012

Course Performance Predictors Elementary

| Status | Thresholds | |
|----------------------------------|--|---|
| | Math and Language Arts Grades K-5 | 3rd Grade Reading Test (Literacy Based Promotion Act) |
| Off track (Tier III) | Report card grade of U or F | Failed 3rd Grade reading test |
| Sliding (Tier II) | Report card grade of N or D | Good Cause Promotion Transfer from 3rd to 4th Grade |
| On track to graduate (Tier I) | Report card grade of E, S or A, B, or C | Passed 3rd Grade Reading Test |

Course Performance Predictors for Middle and High Schools

| Status | Thresholds | |
|----------------------------------|--|---|
| | Math and English Grades Middle School 6th–8th | Core Courses* High School 9th-12th |
| Off track (Tier III) | Report card grade of F | Report card grade of F |
| Sliding (Tier II) | Report card grade of D | Report card grade of D |
| On track to graduate (Tier I) | Report card grade A, B, or C | Report card grade A, B, or C |

Source: Johns Hopkins University, 2012

Retention Predictor

| Status | Threshold: Retention | |
|-------------------------------|----------------------------------|-------------------------|
| | K-3rd Grades | 4th-12th Grades |
| Off track (Tier III) | Failed one grade | Failed 2 or more grades |
| Sliding (Tier II) | Scored N or D in math or reading | Failed one grade |
| On track to graduate (Tier I) | Never retained | Never retained |

| Status | Threshold: Number of School Changes Due to Family Moving |
|-------------------------------|--|
| | Full Year |
| Off track (Tier III) | 2 or more moves |
| Sliding (Tier II) | 1 move |
| On track to graduate (Tier I) | 0 moves |

- Data for attendance, behavior, and course performance indicators are currently reported monthly to the State by each district through MSIS.
- The District MSIS Primary Contact can provide monthly reports to the EWS team for analysis and use.
- The data can be downloaded as three separate reports (attendance, behavior incidents, and course performance) and can be displayed on an Excel spread sheet.

Districts should:

- collaborate with the District MSIS Primary contact to develop an easy-to-use reporting structure that matches the needs of the district, school, and teachers
- examine school summary reports and identify district trends
- look for data points that identify school level trends and needs

Districts should:

- note any professional development needs for teaching staff that might assist in decreasing attendance issues (absences, tardies, and early check-outs), as well as behavioral and academic issues identified in the data.
- study data relative to individual students in order to make intervention decisions.
- utilize individual students student-level reports when talking with students about goal setting and progress

Evaluating Student Progress and Effectiveness

- Consider interventions when determining how to assist students identified as ‘sliding off track’ or ‘off track’ for graduation.
- Utilize the What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc/findwhatworks.aspx>) to locate effective evidence-based interventions.
- Access MDE resources when determining ways to assist potential dropouts, inclusive of innovative educational programs, School Attendance Officers, the Multi-Tiered System of Supports, and the Positive Behavioral Intervention Services and Supports.

Evaluating Student Progress and Effectiveness

- Student progress in relation to the predictor indicators and Tiered data must be examined at least monthly for groups identified as ‘sliding off target’ and ‘off target’ for graduation.
- Data should be reviewed by the EWS team on a bi-weekly basis.
- Schools and districts should establish a process so the
 - EWS team can modify interventions as necessary,
 - add new students to the process, and
 - take students out of the process that have experienced positive change.

Evaluating the Effectiveness of Intervention

- Evaluate the effectiveness of each intervention utilized at the school level to determine those interventions that work best within the school.
- Look for trends in data across the district and across grade levels to assist with decision-making.

Important Reminders

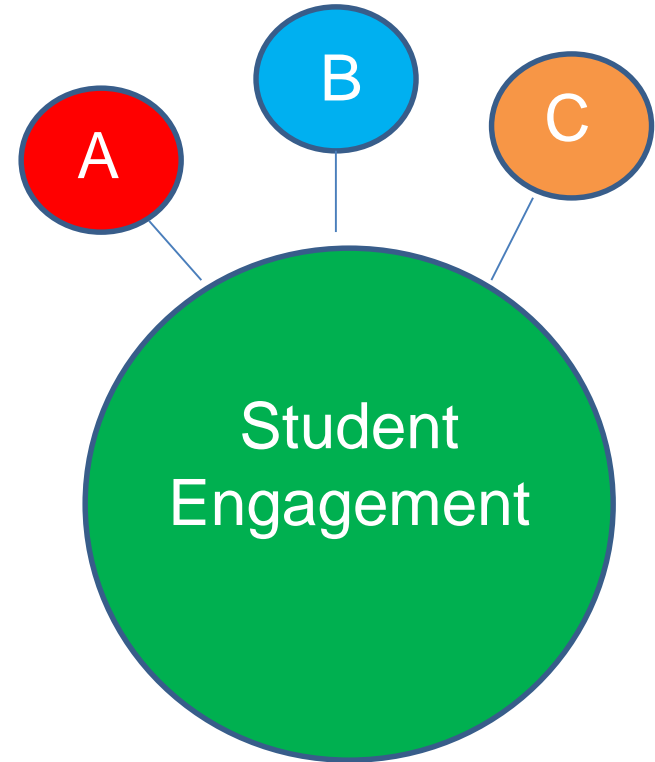
- Early Warning System (EWS) guidance:
 - is designed to assist schools and districts in their efforts to help students succeed
 - should function alongside the Multi-Tiered System of Supports plan, Dropout Prevention plan, and/or Restructuring plan
- Data should be obtained and reviewed by the counselor and School EWS Team.
- Meetings should revolve around intervention supports for “off track” and “sliding off track” students.

Strongest Predictors of Graduation

Attendance

Behavior

Course Performance



Appendices within the EWS Guidance Document:

- A: Dropout Predictors Within/Outside School Control
- B: Data Indicators Collected
- C: Pertinent Data Fields for Technology Department
- D: In School Suspension Best Practices
- E: Additional Resources for Academic & Behavior Intervention

Questions concerning:

The Mississippi Early Warning System District Guidance may be directed to The Office of Secondary Education at (601) 359- 3461

Intervention services may be directed to The Office of Student Intervention Services at (601) 359-2586

School attendance may be directed to the Office of Compulsory School Attendance at (601) 359-3178

Data may be directed to The Office of Strategic Services and Support at mdeapps@mdek12.org