

# Trainer's Guide for Implementing Early Warning Systems

The Trainer's Guide describes a process for introducing a district or school to the concept of Early Warning Systems; leading them through making a decision about whether or not to adopt an Early Warning System; and planning for implementation. In parallel, it also describes resources that are available for New Mexico staff members who are sharing EWS with their schools or providing information to new schools beginning implementation, and outlines the role these resources can play in supporting development of Early Warning Systems, awareness, planning and implementation.

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## I. Overview of Trainer's Guide

This training guide is for New Mexico school and district staff who are beginning or in the process of implementing Early Warning Systems. The guide is designed to accompany resources that are available to New Mexico educators from the partnership with the Everyone Graduates Center at Johns Hopkins University. The resources include:

- **Video training series** (detailed in the resources section) that is designed to be viewed with a team at the school or district level. Supplemental resources are included with each video for team activities to work through together.
- **Everyone Graduates Center website for New Mexico** that has resources from JHU as well as other organizations who are focused on improving the graduation rate.

### Early Warning Systems

Early warning systems or EWS combine data systems with student response systems to identify students early and provide proactive responses to student needs. EWS use readily available data to alert teachers and administrators about students who are on the pathway to dropping out of school. A key benefit of early warning systems is that they help educators know what to look for amid the mountains of student data. Early warning systems can be implemented at the middle and high school levels – even as early as 6th grade. Researchers from the Everyone Graduates Center found that more than 50% of the dropouts could be identified as early as the 6<sup>th</sup> grade by using 3 key indicators (the ABCs):

- Attendance (chronic absenteeism)
- Behavior (being suspended or sustained mild misbehavior)
- Course Performance (failure in Math or English)

### Role of the Trainer

The main goal of the trainer is to spread awareness about Early Warning Systems and best practices within the school and district. This may take multiple forms and the resources center around two main categories:

- Presentations for interested school leadership and staff members. These presentations are focused on the potential impact of EWS and how schools can make valuable use of EWS.
- Presentations for current and new school staff to help deepen understanding of the levels of implementation and improve current early warning systems when they already exist.

## **Making the Decision and Planning for an EWS**

It is recommended that the decision to embark on and implement an EWS be made and guided by a team, under the principal's leadership. The initial decision-making team may or may not be the same team that later becomes the EWS team that guides implementation, although it is strongly recommended that the EWS implementation team include members of the decision-making team. The EWS decision-making team should include:

- Either the principal or one or more assistant principals who have the ear and confidence of the principal
- Core academic and elective teachers
- Representatives from the school's student support element, including guidance counselors, social workers, nurses, and others
- A person within the school who excels at using the student information system and who is familiar with the intricacies of entering and extracting information from this system
- A parent representative and possibly a student representative

The role of the decision-making team is to learn all about Early Warning Systems and, under the principal's leadership, to work through the process to design a plan for adoption and implementation. The decision-making team either transitions into being the EWS leadership team, or determines that for effective implementation additional or different team members are needed.

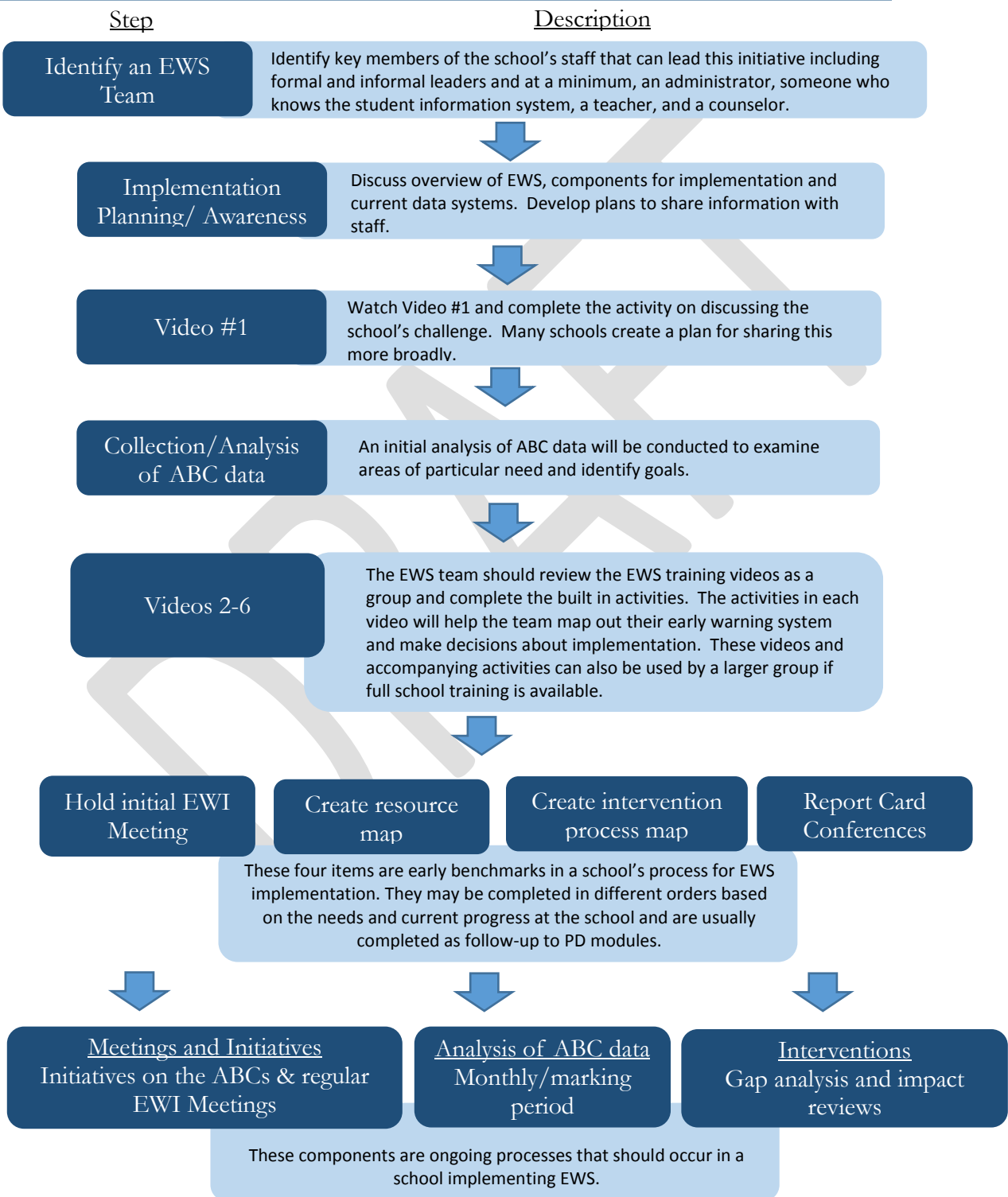
## **Identifying an EWS Team**

As the school embarks on implementation, the EWS team will walk through the process outlined throughout this guide that implements the school's Early Warning System. This team will take on planning activities including watching the training videos, completing activities for each step, and planning for and engaging the remainder of the school staff. The team should include the following:

- At least one administrator
- At least one teacher
- A counselor
- An individual who excels at using the student information system
- Other school leaders or representatives

# Early Warning System Implementation Process

The process outlined below is designed for teams that have decided to undertake EWS Implementation.



## II. Recommended Process

This guide is organized as a recommended process for introducing and getting started with Early Warning Systems at a school once the decision has been made to move forward. The materials that are available on the Everyone Graduates Center's website are referenced throughout the manual and provide tools that can be used throughout this process.

### Gathering Information on EWS

Prior to Step # 1 is the process that a school undertakes in order to determine if EWS implementation is a good fit to meet the needs of its school at this time. Video #1 in the training series has some good overview information for a team to examine in this process. The remainder of this process assumes that the school has decided to take on implementation of EWS and guides a school through the recommended steps for examining the current need, key components of EWS, and to begin planning for particular stages of implementation.

### Step # 1: Identify and Convene an EWS team

The Early Warning System or EWS team should be composed of a representative group of staff members who will lead the efforts at the school. This group of individuals should include representation from administration, and teaching and non-teaching staff. They will lead the team through this planning effort as well as organizing and coordinating the Early Warning System once implementation has begun. By creating a climate of success, building strong relationships, using student data and working as a group of professionals, staff members design solutions to advance their work with students and solve problems when they arise. The primary responsibilities of the EWS team will include:

- Leading the school through the planning and awareness phase of implementation
- Compiling and organizing attendance/behavior and course performance/credit accrual (ABC) data so that the staff can see status for each student within each indicator
- Composing a "support" or "focus" list of students from this data that have flags in any of the indicators
- Organizing responses to the data shown in the support list
- Conducting meetings or support grade level or interdisciplinary meetings
- Building on student strengths to make decisions about actions and interventions as a team, pooling multiple adults' knowledge
- Examining patterns and determine need for and develop new interventions as needed
- Assigning adult champion with a relationship with student to make sure intervention occurs
- Working on group or whole school initiatives to promote attendance, behavior, and effort.
- Tracking outcomes of interventions and initiatives on a regular basis and monitor trends

## Step # 2: Introductory Meeting/Awareness Activities/Implementation Planning

The initial work of the EWS team will be to hold introductory meetings, gain and provide general awareness of Early Warning Systems and begin implementation planning. The team should begin by watching EWS Video #1, which includes an overview of Early Warning Systems and why they are so important for students, schools, and communities. The main goal for this phase is to get more individuals interested in Early Warning Systems, to understand the importance of EWS for student success, and to begin mapping how EWS aligns with the vision of the school.

<b>Resources - Videos</b>
<b>EWS video 1: EWS Overview</b> This video provides general background information about the graduation challenge and the overview approach to Early Warning Systems.  <u>Key Takeaways and Items for Discussion:</u> <ul style="list-style-type: none"><li>• A description of the graduation challenge and the progress in addressing it as a nation</li><li>• The predictors of student success and what strengths the students bring to the situation</li><li>• Early Warning Systems combine data systems with multi-tiered response systems to meet the needs of all students</li></ul> Video webpage: <a href="http://new.every1graduates.org/nm-ews/training-videos/">http://new.every1graduates.org/nm-ews/training-videos/</a>
<b>Resources - Other</b>
Early Warning Systems keynote from the New Mexico training <a href="http://new.every1graduates.org/nm-ews/">http://new.every1graduates.org/nm-ews/</a>

**Step # 3: Analyze ABC Data**

Once the EWS team has been identified, they should begin collecting attendance, behavior and course performance data in order to get a sense of the education challenge that the school is facing. Research around Early Warning Indicators have identified attendance, behavior and course performance (especially in English and Math) as the most accurate predictors of students who will later disengage or drop out of high school. They have also been found to be accurate predictors of success in high school and postsecondary experiences. The following chart defines on- and off-track in each of the ABC's to come up with an estimate of the number and percentage of students who fall into each category. There are recommended cutoffs that can be used but ultimately the work of your school and district will help to clarify the cutoff points based on local data.

	<b>Attendance</b>	<b>Behavior</b>	<b>Course Performance</b>
<b>Off-Track</b>	Missing more than 10% of school	Sustained mild misbehavior or suspended	Grade of F
<b>Sliding</b>	Declining attendance-heading towards 10%	2 or more office referrals	Grade of D
<b>On-Track</b>	Greater than 90% attendance	Good behavior and effort	Grade of A, B, C
<b>College Ready</b>	Greater than 95% attendance	Good behavior and effort	Grade of A or B

The table below will help organize the data. It details the number of students and the percentage of students who fall into the on-and off-track categories.

	Attendance	Behavior	Math	English	# of EWIs
Off-track					
Sliding					
On-track					
College-Ready					

The final column gives a great indication of the overall challenge. Think of each of the first four columns, attendance, behavior, math, and English as indicators, a student can have a total of four indicators. The EWS team will want to calculate the number of students who have 0 indicators, those who have 1, 2, 3, and 4. This calculation is more challenging and may not be possible initially but gives a second measure that helps show if the school's challenge is isolated to a smaller number of students with multiple indicators or spread across a lot of students. In the initial research studies that were completed at JHU around Early Warning Indicators, students often started with one indicator and developed more over time.

#### **Step # 4: Examine Core Components of Early Warning Systems**

During this phase, the EWS team will examine each component of EWS and begin creating some of the plans necessary for implementation at the school. The training videos walk through each of these steps and include activities to get the team started. For instance, in the video focused on "Tiered Interventions," there are materials for the team to begin identifying available resources and creating a resource map. The videos include:

- **Building a Data System:** Overview of EWS research and suggestions for organizing data
- **Linking Indicators to Tiered Interventions:** Overview of the approach, activities for creating a resource map, and recommendations for how to approach initiatives and interventions.
- **Planning for the school and District:** Details on the role of the EWS team, introducing EWS to school staff, recommendations for student data analysis along with structures for holding effective meetings.
- **Getting Started:** This video includes ideas for the EWS team about how to share this with a broader group of individuals. It includes ideas for trainings, gaining awareness, and the role of a facilitator in this process.
- **Lessons Learned:** The last video can be viewed to help the EWS team anticipate challenges that might arise and learn from previous adopters. This is often a good step to take on after implementation has begun in order to reflect and improve on practices.

#### **Building a Data System**

Researchers from the Johns Hopkins University and other institutions across the country have looked at many different student behaviors, achievements and characteristics with the goal of identifying the appropriate areas of focus that impact the dropout rate, high school graduation, and postsecondary success. By following students across a number of years through longitudinal data sets, research has found key indicators that can accurately predict students who are most likely to stay engaged and achieve at high levels, and those students who are most likely to become disengaged and dropout before high school graduation. These three indicators are student attendance, behavior, and course grades or the ABC's.



## Resources - Videos

### **EWS Video 2: Building a Data System**

This video provides background information on early warning indicators research and suggestions on how to organize data for easier decision making.

#### Key Takeaways and Items for Discussion:

- Early Warning Systems Indicators: There is substantial research identifying low achievement in attendance, behavior, and course performance as the best predictors of future disengagement from high school as well as high achievement being the best predictors of postsecondary success.
- There are key findings for each indicator that provide information for how to respond in the most effective way.
- Organizing and Connecting EWS Indicators and Data: Connecting ABC data into one easy to use format will make for easier-to-use information and can be combined with other student level data to help decide on the most appropriate intervention or response.
- Creating a Focus or Support List: Creating a focus list of students who have any one of the indicators will help the EWS team organize responses.

Video webpage: <http://new.every1graduates.org/nm-ews/training-videos/>

## Resources – Other

### **New Mexico Website on Everyone Graduates Center (EGC)**

The EGC has compiled research studies completed at the center around early warning systems and progress towards identifying and intervening with students who are at risk. There are also resources from other organizations which are involved in researching and developing tools to address this challenge:

- Consortium on Chicago School Research
- Attendance Works
- Institute of Education Sciences
- College and Career Readiness and Success Center

### **Linking Indicators to Tiered Interventions**

An Early Warning System combines easy to use, predictive data with a student response system. In this topic, the team will begin the process of mapping current interventions, identifying capacity needs or gaps in intervention, and setting up plans for monitoring and tracking the work. The “Tiered Intervention” approach is built off the public health model for prevention and intervention and is based on the idea that the team must organize and map out the supports so that up to 70% of students stay on-track with whole school preventative strategies and the more targeted and intensive interventions are for students who experience additional challenges.

During this stage, the team will begin a process called resource mapping, which involves identifying all of the initiatives, interventions, and supports that are available in the school and community. This process will help the team to identify the process for referring students to interventions, what initiatives or strategies for instruction or whole school climate may exist, and identify any gaps in need or capacity.

#### Resources – Videos

##### **EWS Video 3: Linking Indicators to a Tiered Intervention System**

This video provides participants with background on the theory and research behind multi-tiered student response systems. Participants will also be introduced to the tools and resources to begin work on mapping interventions and initiatives.

##### Key Takeaways and Items for Discussion:

- A multi-tiered approach to prevention and intervention can enable a school team to make better use of available resources and organize to provide better supports to students.
- Resource mapping is a valuable activity to identify currently available strategies, how they can be accessed and begin discussions about areas of particular need.
- Processes for monitoring, tracking and analyzing interventions help school teams to put effort into the most effective strategies and identify places where new strategies are needed.

Video webpage: <http://new.every1graduates.org/nm-ews/training-videos/>

##### **Planning for a School and/or District:**

At this point in the process, the EWS team will be planning and mapping ways to build this into the operations and daily structures of the school. This process entails thinking through the main ongoing responsibilities of the EWS team, how other staff members will be engaged in EWS, and setting up structures for regular meetings. There are resources available within the video training series that demonstrate a meeting structure that can be used by the EWS team and other school teams to have more effective meetings around discussions of ABC data. At this point, the team will also need to articulate a plan for awareness to other staff members and planning for the school year.

#### Resources - Videos

##### **EWS Video 4: Planning for the School and District**

This video provides details on the makeup and role of the EWS team, suggestions for introducing EWS to school staff, recommendations for student data analysis and finally a structured process for holding effective meetings.

### Key Takeaways and Items for Discussion:

- The EWS team should be a representative group from the school staff, have direct support from school leadership, and be prepared to lead formal and informal work in EWS implementation.
- The team will develop an action plan to help build awareness and ownership of EWS across the building. Engaging formal and informal leaders in this work will be important for effective implementation.
- EWS meetings provide a structured process for school staff to efficiently analyze data, discuss a student and determine appropriate responses.

Video webpage: <http://new.every1graduates.org/nm-ews/training-videos/>

### **Getting Started: Building Commitment, Training, and Planning with Full Faculty**

This stage in the process is the awareness and training stage that will need to be conducted in order to share the information that the EWS team has learned with the rest of the school staff. This may include formal trainings on things such as the EWI research but may also include pulling in certain leaders in order get feedback and understand how this impacts the broader staff. Recommendations for this stage are included in video number five.

### **Resources – Videos**

#### **EWS Video 5: How to Build Commitment, Train Staff, and Sustain Early Warning Systems**

This video provides recommendations for how to build school-wide commitment to EWS through training, awareness, and engaging staff in decision making. The most successful implementation of EWS are built around information sharing, staff ownership of the initiative, and alignment with the principal's vision for student success.

### Key Takeaways and Items for Discussion:

- **Getting Started:** It is important to focus on the why of early warning systems to help set a foundation and common goal for the team to work towards.
- Highlighting early successful practices will help build momentum for EWS implementation.
- Engaging staff early in decision making on how EWS can be best implemented will support more effective meetings and more engagement planning student supports.
- **Facilitation:** The idea of having a point person or champion of a student can help facilitate the process for intervention referral and more coordinated student support.
- Facilitation skills are essential in helping the team(s) to be able to make decisions about school-wide and individual students.
- **Training Staff:** Identifying opportunities for staff members to practice new strategies will help improve processes later on.
- Identifying key leaders who can facilitate and provide training will build wider ownership and more effective use of time.

## Resources – Videos

Video webpage: <http://new.every1graduates.org/nm-ews/training-videos/>

### Lessons Learned and Anticipating Challenges

The last stage of this makes a transition into the next step and is meant to help the team reflect on implementation, anticipate upcoming challenges, and look for opportunities to make EWS unique to the school. Video number six in the training series can be viewed to help the EWS team anticipate challenges that might arise and learn from previous adopters. This is often a good step to take on after implementation has begun in order to reflect and improve on practices. It includes unique practices that implementing schools have created and some of the lessons early adopters have learned during implementation.

## Resources – Videos

### **EWS Video 6: Lessons Learned**

This video provides an overview of how to effectively implement Early Warning Systems in a school/district. It takes a look at what has been learned from early adapters, how to link the early warning system to college and career readiness and lastly, the importance of building partnerships.

#### Key Takeaways and Items for Discussion:

- Lessons from Early Adopters: Staff awareness and buy-in are essential and need to start early in the process.
- Strategies for more organized meetings will help the team make the best use of time that is available.
- Making sure that students are at the center of this process will help make the process real and connect data to real world events.
- Linking Early Warning Systems to College & Career Readiness: There is substantial evidence that the ABC's are not only predictive of high school success but also of enrollment and persistence in postsecondary.
- High achievement matters in each of the ABC's and are future engagement and success predictors.
- Building partnerships: In school and out of school or community partnerships can leverage additional supports focused on the ABC's and find expertise that school staff may not have or may not have time to dedicate.

Video webpage: <http://new.every1graduates.org/nm-ews/training-videos/>

**Step # 5: Benchmarks for Implementation**

As the EWS team begins implementation, there are three main components that should be regularly occurring within the school. The introduction to each of these components, as well as, guidance and activities to get the EWS team started are included in the previous steps and in the training videos. These essential components are:

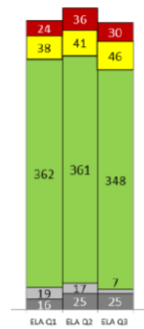
**Meetings and Initiatives: Initiatives on the ABC’s and Regular EWI Meetings**

Whole school, grade level, and small group activities that promote attendance, behavior and effort, and course performance help build the culture for students and staff that promotes a forward looking approach to high school graduation and postsecondary success. Schools implementing EWS have visible pro-active strategies that reinforce the importance of ABC’s and provide opportunities to teach and strengthen student skills.

In addition to these pro-active strategies, schools implementing EWS will have regularly occurring EWI meetings to determine needed interventions and to solve problems for students and staff.

**Analysis of ABC Data: Monthly/Marking Period**

Similar to the chart that the EWS team compiled in the early stages of implementation, compiled ABC data enables the team to examine particular areas of need and to begin deeper analysis. Even a basic chart, such as the one to the right gives a snapshot of the challenge and progress from the previous marking period. It is recommend that this is done at least quarterly and can be done more if possible. Many schools use this as a way to ensure that if any area, grade, teacher, or subject area is struggling more than others, the team is able to respond depending on what the data shows.



**Interventions: Gap Analysis and Impact Reviews**

A higher level of implementation of EWS involves two types of analysis related to monitoring interventions and strategies that have been taken on.

- Gap Analysis:** The gap analysis involves monitoring which students have off-track indicators as well as what interventions each student is receiving. The goal of the analysis is to determine if there are students not receiving some type of intervention and if some additional intervention is needed. It is not necessary for every student to have an individual intervention but this view and analysis will highlight where there are gaps that could be filled by group interventions, individual interventions, or examining larger organizational or instructional changes that might be needed.

EWI Meeting Date	Indicator	Teacher Notes	Intervention	Point Person
9/9/2014	A, B	Missing Class	Parent Conference	Tarver
	A, B	Defiant	Student Conference	CIS
	A, B	Disruptive	Leadership Role	All teachers

- **Intervention Reviews:** Intervention reviews have been conducted to help schools examine alignment between the needs they have and the strategies that they used, examine levels of implementation, and ultimately to examine which interventions have had the biggest impact. Schools that have taken this on have done this 3-4 times during the year to analyze the notes from EWS meetings and make decisions about changes they may adopt.

#### Resources – Videos

##### **EWS Video #6: Lessons Learned**

This video provides an overview of how to effectively implement Early Warning Systems in a school/district. It takes a look at what has been learned from early adapters, how to link the early warning system to college and career readiness and lastly, the importance of building partnerships.

##### Key Takeaways and Items for Discussion:

- Lessons from Early Adopters: Staff awareness and buy-in are essential and need to start early in the process.
- Strategies for more organized meetings will help the team make the best use of time that is available.
- Making sure that students are at the center of this process will help make the process real and connect data to real world events.
- Linking Early Warning Systems to College & Career Readiness: There is substantial evidence that the ABC's are not only predictive of high school success but also of enrollment and persistence in postsecondary.
- High achievement matters in each of the ABC's and are future engagement and success predictors.
- Building partnerships: In school and out of school or community partnerships can leverage additional supports focused on the ABC's and find expertise that school staff may not have or may not have time to dedicate.

Video webpage: <http://new.every1graduates.org/nm-ews/training-videos/>

### III. Resources

#### Video Training Series:

The video training series are designed to be watched with a school team. They walk through the key components of Early Warning Systems, provide background information, and have activities to help a team begin to complete initial action steps for implementing an EWS. The training videos can be group into three series, the overview of EWS (video 1), the details of EWS components (videos 2, 3, 4), and lessons learned (videos 5, 6). The details of each video are included below.

- Website: <http://new.every1graduates.org/nm-ews/training-videos/>
- Password: NM-JHU-EWS

#### **Series # 1: Overview of EWS**

The first series focuses on the framework for early warning systems and the importance it has for students, schools, and our community.

#### **Video 1: Overview of Early Warning Systems (EWS)**

*Estimated Module Time: 20-25 minutes*

*Video Running Time: 15 minutes*

This video provides an overview of understanding the impact of targeted risk factors on student success in school and how we can organize schools to support students. Dr. Robert Balfanz shares information and research about the graduation challenges facing America and how dropouts are impacting our economy. The video will highlight tools that can be used to organize around this approach as Dr. Balfanz looks at external risk factors and what we have learned about brain development that may impact our approach to educating and supporting students. To close out the video, an introduction to the Early Warning Systems is shared including attendance, behavior, and course performance as indicators of disengagement and basic components of EWS implementation.

#### **Key Takeaways and Items for Discussion:**

- America's Graduation Challenge
  - We have made progress in raising the graduation rate but much work remains to engage the large number of students who continue to leave school.
  - There are key characteristics of successful students (measured by success in high school and postsecondary attainment) that show up as early as the 6<sup>th</sup> grade.
- How To Build Better Student Support Systems
  - There are external risk factors that have a profound impact on academics and social behaviors
  - We have learned from brain researchers that the brain is malleable and we can design supports to address how students learn best
- Introduction to Early Warning Systems & Implementation

- Early Warning Systems combine easy to use attendance, behavior, and course performance data with multi-tiered response system.

### Supplemental Activities:

There are two activities embedded within this video to help a team begin processing the information shared and how it applies to the school.

- Student strengths and the challenges they face
  - The first activity provides guiding questions to help the team think about the strengths that students bring to school and the challenges that they face internal and external to school.
- Frontline Video: Middle School Moment
  - There are a series of discussion questions for a team to discuss after watching a video from Frontline that provides an overview of Early Warning Systems and follows two students as they try to navigate a challenging situation.

### **Series # 2: The Details of EWS Components**

The videos in this series outline the core components of Early Warning Systems and provide details to help the team begin implementation planning.

#### **Video 2: Building a Data System: Details on Building an Early Warning System**

*Estimated Module Time: 25-30 minutes*

*Video Running Time: 20 minutes*

Early Warning Systems combine the data system that accurately identifies students, has teacher access to student information, and the intervention system that identifies the appropriate resource and is able to act in a reasonable amount of time. Some of these are human elements, school structures, while others may be technology, data systems and both are essential to make this system work. This video will focus on the early warning data systems, how this data can be organized and used with school staff members to make decisions and improve practice.

### **Key Takeaways and Items for Discussion:**

- Early Warning Systems Indicators
  - There is substantial research identifying low achievement in attendance, behavior, and course performance as the best predictors of future disengagement from high school as well as high achievement being the best predictors of postsecondary success.
  - There are key findings for each indicator that provide information for how we may respond in the most effective way.
- Organizing & Connecting EWS Indicators and Data
  - Connecting ABC data into one easy to use format will make for easier to use information and can be combined with other student level data to help decide on the most appropriate intervention or response.



- Creating a Focus List
  - Creating a focus list of students who have any one of the indicators will help the EWS team organize responses.

Supplemental Activities:

There is one activity embedded within this video.

- Breakout Activity on Data
  - This activity is designed to help the team identify where ABC data is stored, how it might be accessed, and how it can be organized and updated in ways that make decision-making more effective.

**Video 3: Linking Indicators to a Tiered Intervention System**

*Estimated Module Time: 45-50 minutes*

*Video Running Time: 34 minutes*

This video will provide participants with background on the theory and research behind multi-tiered student response systems. Participants will also be introduced to the tools and resources to begin work on mapping interventions and initiatives. The overall goal is to create a system of tiered interventions that enables schools to provide the right interventions to the right students at the right time. This video will discuss how to create a resource map to identify “gaps” in available student interventions at the school and in the community. It also introduces an approach to report card conferences, which is a Tier I whole school strategy that has been successfully used by schools implementing EWS. Lastly, the video introduces and discusses strategies for tracking, monitoring and analyzing intervention for evidence of implementation and effectiveness.

Key Takeaways and Items for Discussion:

- A multi-tiered approach to prevention and intervention can enable a school team to make better use of available resources and organize to provide better supports to students.
- Resource mapping is a valuable activity to identify currently available strategies, how they can be accessed and begin discussions about areas of particular need.
- Processes for monitoring, tracking and analyzing interventions help school teams to put effort into the most effective strategies and identify places where new strategies are needed.

Supplemental Activities:

There are two activities that are embedded into this video. Both of the activities can be done with the EWS team and also translate well into whole faculty activities. Materials are available to conduct these activities with a team.

- Mapping interventions and creating a resource map
- Practicing report card conferences

## Video 4: Planning for the School and District

*Estimated Module Time: 30-35 minutes*

*Video Running Time: 21 minutes*

Video number four is designed to help a team navigate common challenges in implementation and learn more about some of the key components of implementation. Information will include suggestions for developing an EWS team by looking at the challenges at the school, the role of the principal in implementation of EWS, and responsibilities of the EWS team. The video also outlines a process for running effective data/EWS meetings and developing an EWS action plan.

### Key Takeaways and Items for Discussion:

- The EWS team should be a representative group from the school staff, have direct support from school leadership, and be prepared to lead formal and informal work in EWS implementation.
- The team will develop an action plan to help build awareness and ownership of EWS across the building. Engaging formal and informal leaders in this work will be important for effective implementation.
- EWS meetings provide a structured process for school staff to efficiently analyze data, discuss a student and determine appropriate responses.

### Supplemental Activities:

There are two activities embedded in this video.

- **Sample Data Analysis:** The first activity is designed to examine the different ways that ABC data can be used to make decisions about responses.
- **Planning EWS Meetings:** After watching a model of an EWS meeting conversation, the EWS team will have the opportunity to practice a meeting using the same protocol.

### **Series # 3: Deepening Implementation and Lessons Learned**

The final two videos in the series are focused on getting started and working towards implementation.

#### **Video 5: How to Build Commitment, Train Staff, and Sustain Early Warning Systems**

*Estimated Module Time: 15-20 minutes*

*Video Running Time: 12 minutes*

This video provides recommendations for how to build school-wide commitment to EWS through training, awareness, and engaging staff in decision making. The most successful implementation of EWS are built around information sharing, staff ownership of the initiative, and alignment with the principal's vision for student success.

#### **Key Takeaways and Items for Discussion:**

- Getting Started
  - It is important to focus on the why of early warning systems to help set a foundation and common goal for the team to work towards.
  - Highlighting early successful practices will help build momentum for EWS implementation.
  - Engaging staff early in decision making on how EWS can be best implemented will support more effective meetings and more engagement for planning student supports.
- Facilitation
  - The idea of having a point person or champion of a student can help facilitate the process for intervention referral and more coordinated student support.
  - Facilitation skills are essential in helping the team(s) to be able to make decisions about school-wide and individual decisions about students.
- Training Staff
  - Identifying opportunities for staff members to practice new strategies will help improve processes later on.
  - Identifying key leaders who can facilitate and provide training will build wider ownership and more effective use of time.

#### **Supplemental Activities:**

There is one activity embedded in this video. It includes an action planning template so that the team can articulate a plan for beginning implementation.

## Video 6: How to Effectively Implement Early Warning Systems in the School/District

*Estimated Module Time: 20 minutes*

*Video Running Time: 20 minutes*

This video provides an overview of how to effectively implement Early Warning Systems in a school/district. It takes a look at what has been learned from early adapters, how to link the early warning system to college and career readiness and lastly, the importance of building partnerships.

### Key Takeaways and Items for Discussion:

- Lessons from Early Adopters
  - Staff awareness and buy-in are essential and need to start early in the process.
  - Strategies for more organized meetings will help the team make the best use of the time that they have available.
  - Making sure that students are at the center of this process will help make the process real and connect data to real world events.
- Linking Early Warning Systems to College and Career Readiness
  - There is substantial evidence that the ABCs are not only predictive of high school success but also of enrollment and persistence in postsecondary.
  - High achievement matters in each of the ABCs and are future engagement and success.
- Building Partnerships
  - In school and out of school or community partnerships can leverage additional supports focused on the ABC's and find expertise that school staff may not have or may not have time to explore.

### Power Point Presentations and Research Reports:

The power point presentations, include notes for each slide and provide materials that can be used with staff within a school or for other schools within the district. Research reports and technical manuals are also available.

- **Everyone Graduates Center:** <http://new.every1graduates.org/>  
The “Everyone Graduates Center” website is a unit of the Johns Hopkins University School of Education. Through a systematic and comprehensive approach, EGC combines analysis of the causes, location, and consequences of the nation’s dropout crisis with the development of tools and models designed to keep all students on the path to high school graduation, and capacity building efforts to enable states, communities, school districts, and schools to provide all their students with the supports they need to succeed. The Everyone Graduate Center seeks to identify the barriers that stand in the way of all students graduating from high school prepared for adult success, to develop strategic solutions to overcome the barriers, and to build local capacity to implement and sustain them.
- **New Mexico resources:** <http://new.every1graduates.org/?s=new+mexico>  
This webpage has been created to support the implementation of Early Warning Systems in New Mexico. It can be used as an online guide to many of the presentations that were given during the latest EWS conference and workshops. Various resources such as reports, presentations, videos and publications are located here to provide New Mexico schools with information from early adopters, local school district representatives and leaders.

### Facilitation Resources:

The following resources are focused on skills for facilitating group decision making, facilitating meetings, and coaching staff members. They are from non-Johns Hopkins resources and have been found useful by other adopters of Early Warning Systems.

- **Facilitator Toolkit:** <http://oqi.wisc.edu/resourceLibrary/uploads/resources/Facilitator%20Tool%20Kit.pdf>  
The facilitator tool kit is a comprehensive, easy-to-use guide to tools, methods and techniques for assisting groups with planning and improvement projects and interactive meetings. It has clear, simple explanations and directions to lead the reader through the selection and application of practical tools that have been tested with university groups.
- **Cognitive Coaching:** <http://www.thinkingcollaborative.com/seminars/cognitive-coaching-seminars/>  
The mission of Cognitive Coaching is to produce self-directed persons with the cognitive capacity for excellence both independently and as members of a community. Research indicates that teaching is a complex intellectual activity and that teachers who think at higher levels produce students who are higher achieving, more cooperative, and better problem solvers. It is the invisible skills of teaching, the thinking processes that underlie instructional decisions, which produce superior instruction. Cognitive Coaching is a research-based model that capitalizes upon and enhances teachers’ cognitive processes.

- **Adaptive Schools:** <http://www.thinkingcollaborative.com/seminars/adaptive-schools-seminars/>

The above website focuses on assisting professionals with learning to talk about the hard-to-talk-about details of learning, teaching, assessment and the cumulative effects of their work with students. The goal of Adaptive Schools is to develop the collective identity and capacity of organization members as collaborators and inquirers. Human organizations and individuals can be adapted to a specific niche or can become adaptive, flexing to meet the challenges of a changing world. School-wide improvements in student learning accrue in schools whose work cultures are collaborative. The growing body of work on the impact of collaborative adult professional cultures in schools offers a positive and productive means for organizing the work of on-going school improvement.

- **The Skilled Facilitator:** <http://www.schwarzassociates.com/services/the-open-enrollment-skilled-facilitator-intensive-workshop/>

The Skilled Facilitator approach helps groups get better results by teaching a rigorous and compassionate method for more effective facilitation and consultation. Hidden issues can get in the way of meeting objectives. To be innovative and successful, a team needs to resolve the issues that really matter but are challenging to address. One of the many goals of Skilled Facilitator is to provide strategies and techniques to address the specific challenges faced when facilitating groups.