

Implementing an Early Warning Intervention and Monitoring System to Keep Students On Track in the Middle Grades and High School

National High School Center

Facilitator: Joseph Harris, Ph.D.

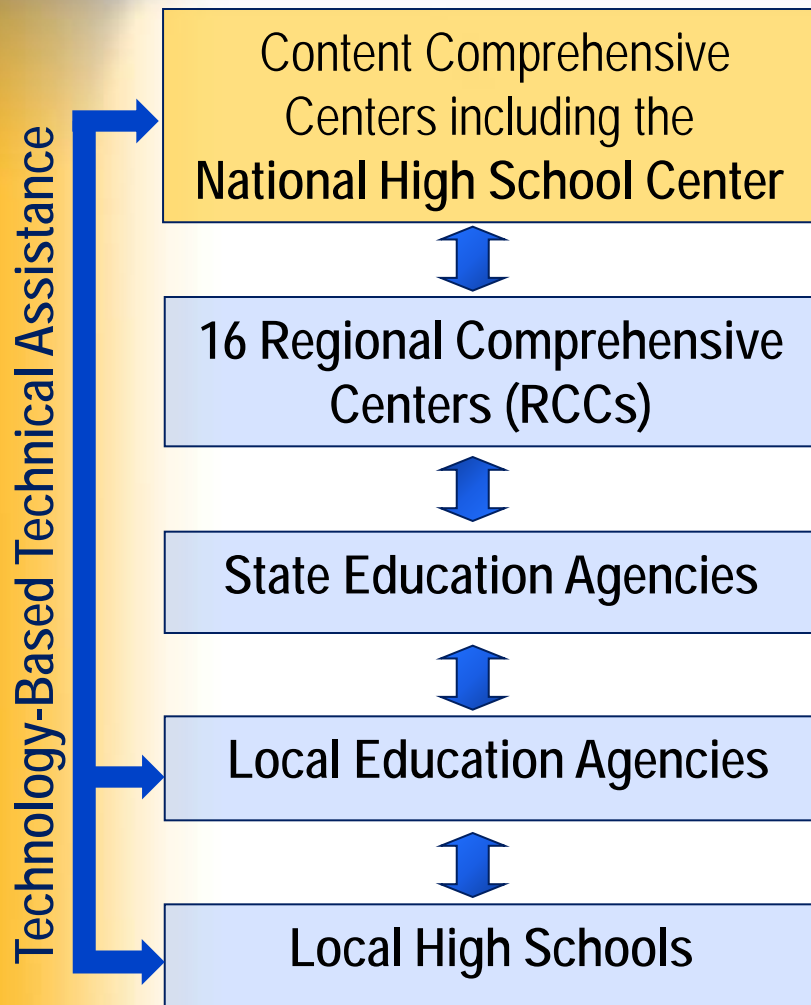
Presenters:

Mindee O’Cummings, Ph.D.

Susan Bowles Therriault, Ed.D.

November 30, 2011

National High School Center At-a-Glance



Year 7 Priorities

- Dropout Prevention and Raising Graduation Rates
- High School Tiered Interventions
- High School Improvement
- College- and Career-Readiness
- Post-Secondary Pathways
- High School Special Needs Populations
- High School SIG Technical Assistance

Agenda

- Welcome
- Provide an overview of the early warning system (EWS) background and research base
- Preview the EWS Middle Grades Tool and the EWS High School Tool
- Introduce the seven-step Early Intervention and Monitoring System (EWIMS) implementation process
- Respond to questions

The Challenge

- About 25% of all high school students leave the public school system before graduating
- Slightly more than 54% of students with disabilities and minority students graduate high school in four years.
- 1.3 million students drop out of high school each year – that's 13 million over the next decade
- Approximately 7,000 students drop out of high school every day
- 2.1 million students attend school in approximately 1,600 high school dropout factories

IES Recommended Dropout Prevention Practices

- Diagnostic Practices (early warning system)
 - Data system and use
 - Screening
- Targeted Interventions
 - Adult advocates
 - Academic supports
 - Social/behavioral supports
- School-wide Practices
 - Learning environment
 - Rigorous and relevant instruction

SOURCE: Dynarski, et.al., 2008

Early Warning Systems

Early warning systems (EWS) rely on readily available data housed at the school to:

- Predict which students are at-risk for dropping out of high school
- Target resources to support off-track students while they are still in school, before they drop out
- Examine patterns and identify school climate issues

Overview of the EWS Background and Research Base

Presenter

Mindee O'Cummings, Ph.D.

Key EWS Indicators

Engagement

- Attendance/absenteeism

Course Performance

- Course grades
- Number of credits earned
- GPA

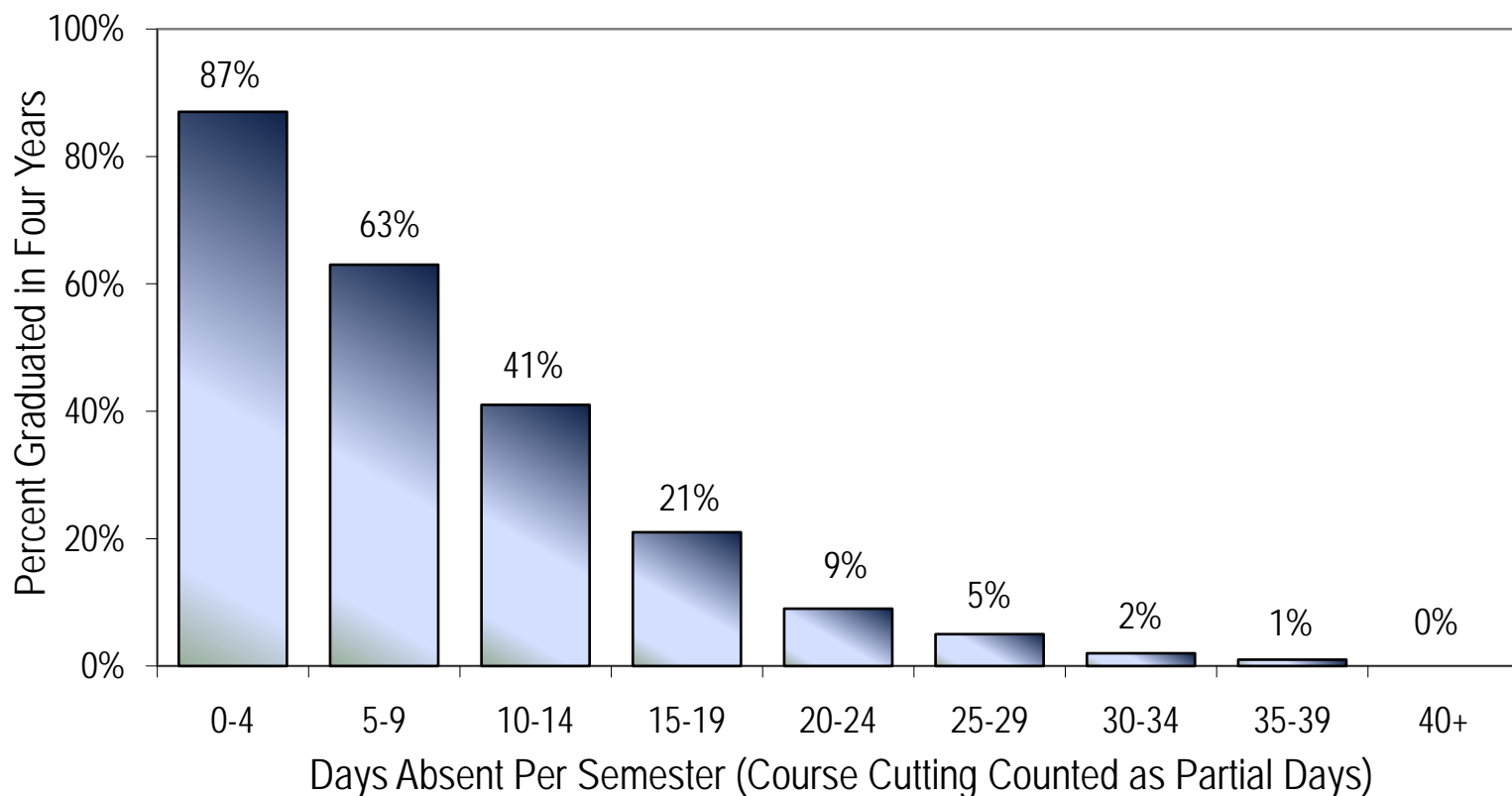
Behavior

- Suspensions
- Referrals

Research from several U.S. school districts provides a strong foundation for defining early warning signs that students might drop out, but local adaptation is key.

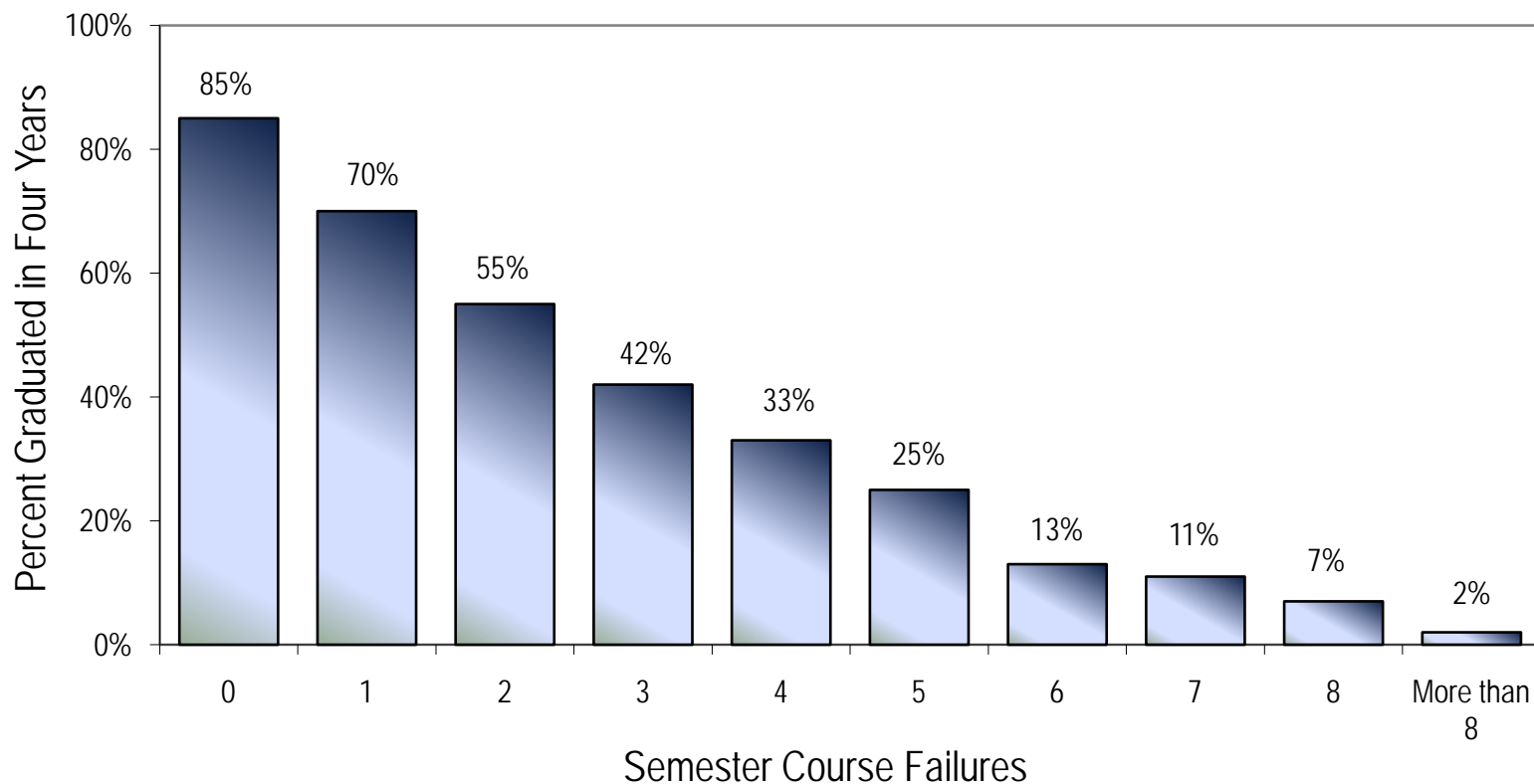
“High-Yield” Indicators: High School Attendance

Four-Year Graduation Rates for CPS Students Entering High School in 2001, by 9th Grade Absences (Allensworth & Easton, 2007)

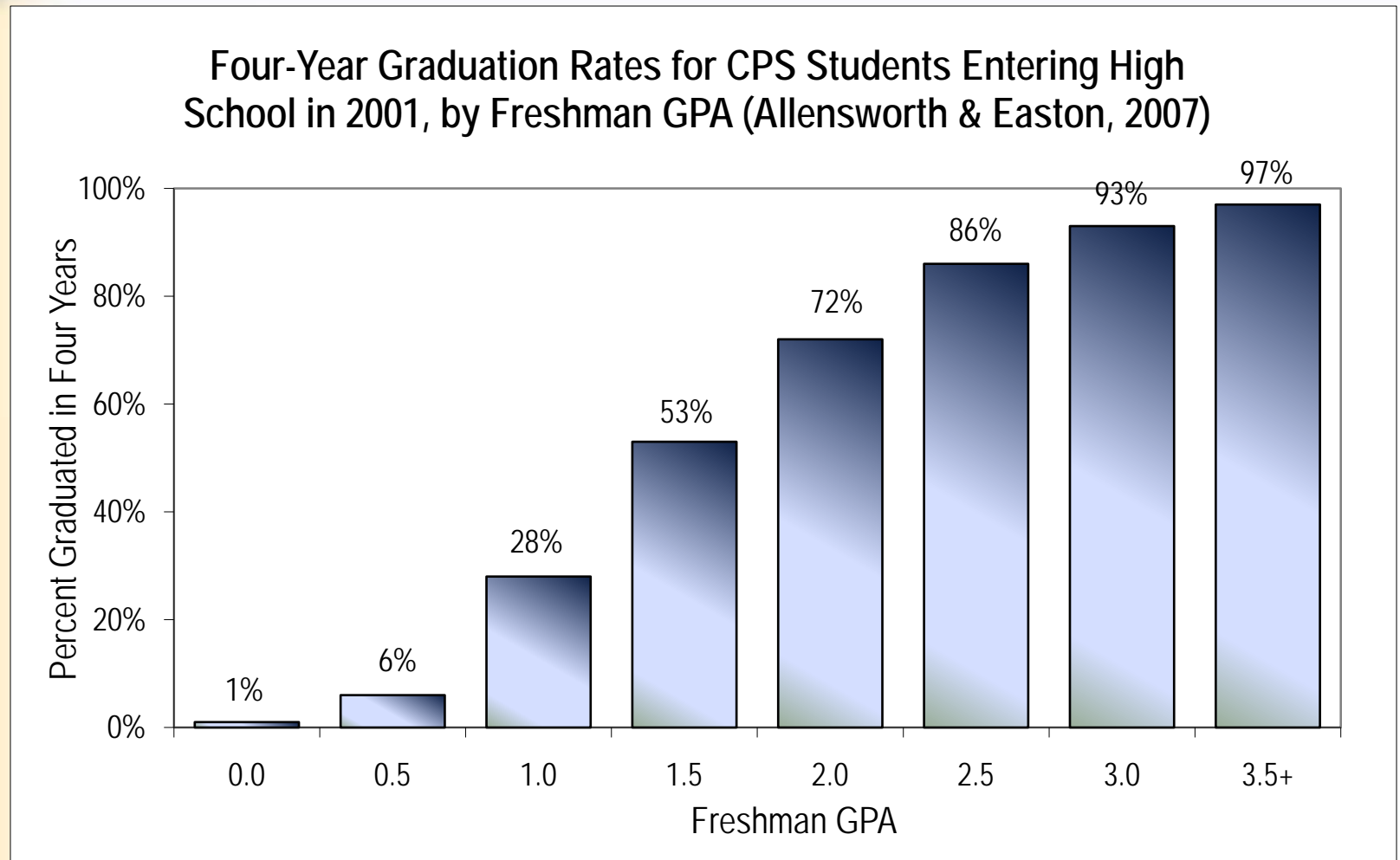


“High-Yield” Indicators: High School Course Failures

Four-Year Graduation Rates for CPS Students Entering High School in 2001, by Freshman Course Failures (Allensworth & Easton, 2007)



“High-Yield” Indicators: High School GPA



Chicago's "On-track" High School Indicator

Number of Semester Core Course Failures	# of Credits Accumulated Freshman Year	
	Less than 5	5 or more
2 or more courses	Off-track	Off-track
0 or 1 courses	Off-track	On-track

Students are "on-track" if they:

1. have not failed more than one semester long core course, AND
2. have accumulated enough credits for promotion to the 10th grade.

Middle Grades Risk Indicators

Students who demonstrated at least one flag had a less than one in four likelihood of a four or five year graduation

Engagement

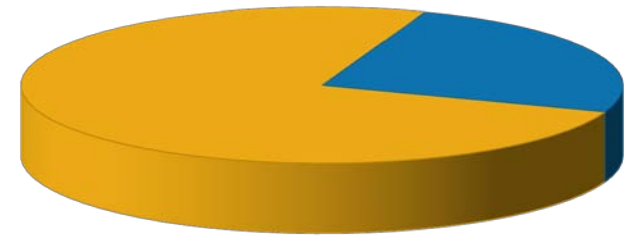
- 80% or lower attendance rate

Course Performance

- Failing math or English

Behavior

- Unsatisfactory behavior grade



■ Graduated

■ Did Not Graduate

Key EWS Indicators

Indicator	Middle Grades	High School
Incoming Risk*	Locally validated	EWS Middle Grades Tool or locally validated
Engagement	Attendance	Attendance
Course Performance	Course grades in ELA and math	Course performance
CCSR End of Year Indicator	N/A	Core course performance and accumulated credits
Behavior*	Behavior grades, suspensions, and/or referrals	Suspensions and/or referrals

* Indicator must be locally validated

Types of EWS Indicators

- **Monitoring indicators**
 - Indicators that are available at specific periods in a school year (e.g., attendance, where students who miss 10 percent or more days of school may be at risk)
- **Year-end indicators**
 - Indicators that are based on a full year of data that can guide action/support in the subsequent year (e.g., the Consortium on Chicago School Research’s year-end “on track” indicator)
- **Transition indicators**
 - Indicators that rely on past performance but inform future actions over a school transition (e.g., Incoming indicators for students coming from middle school and entering high school)

EWS Tool Preview

Presenter

Mindee O'Cummings, Ph.D.

EWS Tool Features

Features	Middle Grades	High School
Customize the tool settings to reflect the local context	New!	√
Integrate locally validated incoming indicators	New!	New!
Modify the benchmarks/thresholds	New!	√
Identify at-risk students based on a locally defined behavior indicator	New!	New!
Identify at-risk students based on a kindergarten cut-off date	New!	N/A
Import and export student-level data	New!	Enhanced!
Group students with a customizable cohort variable	New!	New!
Assign and monitor student interventions over time	New!	√
Produce reports including student- and school-level data summaries	New!	√

Introduction to EWS Middle Grades Tool

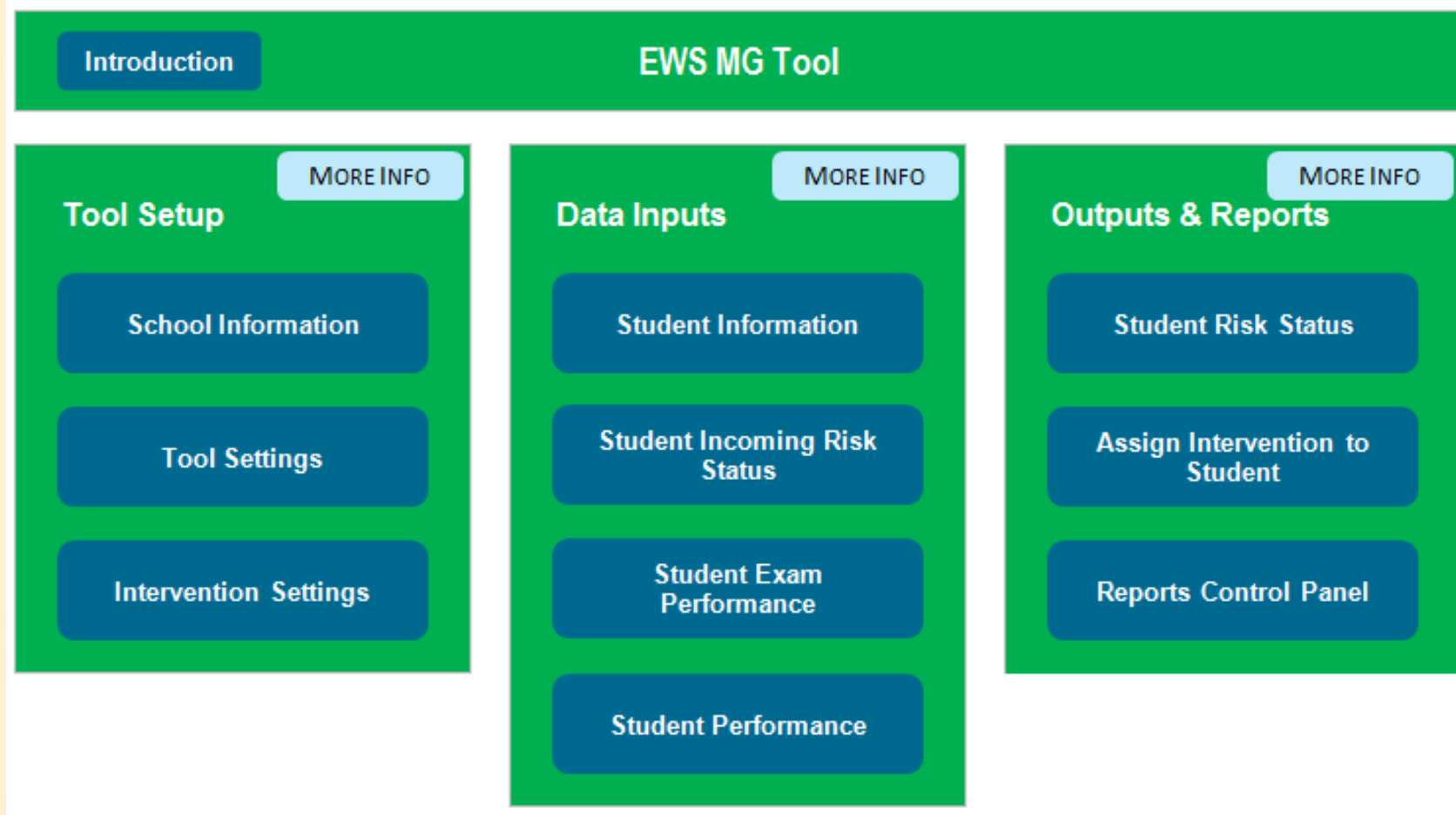
ABOUT THE TOOL

The Early Warning System (EWS) Middle Grades Tool, developed by the National High School Center at the American Institutes for Research in collaboration with Matrix Knowledge Group, is designed to allow users to identify students who show early warning signs that they are at-risk for dropping out of school. The Tool automatically calculates indicators that are predictive of whether students advance or drop out. These indicators are related to attendance, course failures, and behavior. The Tool is designed to be used on a regular basis—after the first 20 or 30 days of school, and after every grading period thereafter.

The tool has three types of screens, as shown on the Main Menu:

- (1) **Tool Setup screens** allow you to customize the settings to your school or district (e.g. the number of grading or marking periods, the number of days per period).
- (2) **Data Inputs screens** allow you to import or enter student-level information including background information, incoming information (if available), and student performance data including attendance, course performance and behavior.
- (3) **Outputs & Reports screens** display student-level and summary information that identifies students who are at-risk. Click the "Student Risk Status" button to view all students and whether or not they are flagged as at-risk, and why (i.e. for which indicators are they flagged). From the Student Risk Status page, right-click on any student to Assign Interventions to that student. From the Main Menu, click the "Reports Control Panel" to find a host of student-level and school-level summary reports.

Main Menu



Introduction

EWS MG Tool

MORE INFO

Tool Setup

School Information

Tool Settings

Intervention Settings

MORE INFO

Data Inputs

Student Information

Student Incoming Risk Status

Student Exam Performance

Student Performance

MORE INFO

Outputs & Reports

Student Risk Status

Assign Intervention to Student

Reports Control Panel

Tool Settings

School Information

Tool Setup 2/3

Intervention Settings

Tool Settings

[MORE INFO](#)

Main Menu

Grading Periods (GPs):

Period	Days	Start of Period	End of Period
Quarter 1	45	9/1/2011	11/15/2011
Quarter 2	45	11/16/2011	2/1/2011
Quarter 3	45	2/2/2011	4/15/2011
Quarter 4	45	4/16/2011	6/30/2011

Disabilities	Race/Ethnicities	ELL Status
Autism	American Indian or Alaskan	Yes
Deaf-blindness	Asian or Pacific Islander	
Emotional disturbance	Black, Not Hispanic	
Hearing impairment (including d	Hispanic	
Mental retardation	White, Not Hispanic	
Multiple disabilities		
Orthopedic impairment		
Other health impairment		
Specific learning disability		
Speech or language impairment		Disadv. Statu
Traumatic brain injury		Yes
Visual impairment (including blir		
Learning disability		

Initial Attendance Time Peri

Risk Indicator Thresholds

[MORE INFO](#)

Indicator	Default	Custom
First 20 day absence rate	20%	
Grading period absence rate	20%	
Annual absence rate	20%	
English course failed (per	1	
English course failed (annual)	4	
Math course failed (per grading	1	
Math course failed (annual)	4	
Behavior (grading period)		1
Behavior (annual)		4

Cohort (Custom Grouping Variab

[MORE INFO](#)

Cohort A
Cohort B
Cohort C

Kindergarten Cut Off Date (mm/dd)

09/01

Student Information

Data Input 1/4 Incoming Status

Student Information MORE INFO

Main Menu Export Data Import Data

View All ▼

Student Details			Student Demographics				
First Name	Last Name	Student ID	Grade	DOB (mm/dd/yyyy)	Gender	Race/Ethnicity	Disability
Giulietta	Adams	1122100	8	5/15/1997	F	American Indian or Alaskan Native	
Greta	Andrews	1122101	8	4/5/1995	F	White	Learning Disability
Peter	Andreou	1122102	8	11/18/1997	M	White	
Katherine	Barkauskas	1122103	8	4/15/1997	F	Asian or Pacific Islander	Learning Disability
Chad	Barna	1122104	8	10/16/1997	M	Hispanic	
Denise	Boyles	1122105	8	4/16/1997	F	Black	
Mimi	Cao	1122106	8	4/6/1997	F	Asian or Pacific Islander	
Claire	Cartwright	1122107	8	11/5/1997	F	White	Learning Disability
Andrea	Crowder	1122108	8	12/25/1997	F	Black	
Linda	Day	1122109	8	12/17/1997	F	Black	
Bradley	Dietrich	1122110	8	3/13/1997	M	White	Emotional disturbance
Jennifer	Dunn	1122111	8	9/15/1997	F	Black	
Kimberly	Felton	1122112	8	7/17/1997	F	White	

Student Incoming Risk Status

Student Information

Data Input 2/4

Exam Performance

Student Incoming Risk Status

MORE INFO

Main Menu

Import Data

Student Details				
Student ID	First Name	Last Name	Flag for Incoming Indicator of Risk	Other1
1122100	Giulietta	Adams	No	
1122101	Greta	Andrews	Yes	
1122102	Peter	Andreou	No	
1122103	Katherine	Barkauskas	Yes	
1122104	Chad	Barna	No	
1122105	Denise	Boyles	No	
1122106	Mimi	Cao	No	
1122107	Claire	Cartwright	No	
1122108	Andrea	Crowder		
1122109	Linda	Day		
1122110	Bradley	Dietrich	No	
1122111	Jennifer	Dunn	No	
1122112	Kimberly	Fallon		

Student Performance

Exam Performance Data Input 4/4

Student Performance [MORE INFO](#)

[Main Menu](#) [Import Data](#)

View: ▼

Student Details			Grouping Variable	Incoming	Exam Performance	Quarter 1				
Student ID	First Name	Last Name	Cohort	Incoming Risk Status	Exam Performance	First 20 Day Absences	Total Absences	English Courses Failed	Math Courses Failed	Behavior
1122100	Giulietta	Adams	Cohort A	No	No	1	2	0	0	0
1122101	Greta	Andrews	Cohort A	Yes	No	2	14	0	1	3
1122102	Peter	Andreou	Cohort A	No	No	1	3	0	0	0
1122103	Katherine	Barkauskas	Cohort A	Yes	Yes	5	6	0	0	0
1122104	Chad	Barna	Cohort A	No	No	0	0	0	0	0
1122105	Denise	Boyles	Cohort A	No	Yes	1	2	0	0	0
1122106	Mimi	Cao	Cohort A	No	No	0	2	0	0	0
1122107	Claire	Cartwright	Cohort A	No	No	1	2	0	0	0
1122108	Andrea	Crowder	Cohort A	--	Yes					
1122109	Linda	Day	Cohort A	--	--	0	3	0	0	0
1122110	Bradley	Dietrich	Cohort A	No	No	4	7	0	0	0
1122111	Jennifer	Dunn	Cohort A	No	Yes	0	1	0	0	0

Student Risk Status

Interventions

Student Risk Status
MORE INFO

Main Menu

Exit Indicator Export

Filter by Demographics: All ▼

Filter by Cohort: All ▼

Time Frame: All ▼

To assign a student to an intervention, either 1) right-click the student's name and select "Assign to Intervention" or 2) click the "Interventions" button at the top of this page and enter the student's ID number.

Student Details			Incoming Indicator of Risk	Exam Performance Indicator	Quarter 1 Indicators of Risk				
Student ID	First Name	Last Name	Flag for Incoming Indicator	Flag for Exam Performance	Flag for First 20 Day Attendance	Flag for Attendance	Flag for English Course Failed	Flag for Math Course Failed	Flag for Behavior
1122100	Giulietta	Adams	No	No	No	No	No	No	No
1122101	Greta	Andrews	Yes	No	No	Yes	No	Yes	Yes
1122102	Peter	Andreou	No	No	No	No	No	No	No
1122103	Katherine	Barkauskas	Yes	Yes	Yes	No	No	No	No
1122104	Chad	Barna	No	No	No	No	No	No	No
1122105	Denise	Boyles	No	Yes	No	No	No	No	No
1122106	Mimi	Cao	No	No	No	No	No	No	No
1122107	Claire	Cartwright	No	No	No	No	No	No	No
1122108	Andrea	Crowder	--	Yes	--	--	--	--	--
1122109	Linda	Day	--	--	No	No	No	No	No
1122110	Bradley	Dietrich	No	No	Yes	No	No	No	No

Student Interventions

Student Risk Status

Student Interventions

MORE INFO

Main Menu

Enter the start and end dates of the student's participation in the intervention. If the start date of the assigned interventions occur before the start of the school year (GP1), the tool recognizes this as an intervention that occurred prior to the start of the academic year (i.e. summer school).

Student ID:	1122101	Disability:	Learning Disability
		Disadvantaged:	Yes
First Name:	Greta	ELL:	
Last Name:	Andrews	Cohort:	Cohort A
Grade:	8	Interventions Found:	2

Assign Intervention to Student

Import Data

Export Data

Flags

Incoming:	Yes					
Exam Performance:	No	Quarter 1	Quarter 2	Quarter 3	Quarter 4	End of Year
First 20 Day Attendance:	No	--	--	--	--	--
Attendance:	Yes	Yes	--	--	--	--
English Course Failed:	No	Yes	--	--	--	--
Math Course Failed:	Yes	Yes	--	--	--	--
Behavior:	Yes	Yes	--	--	--	--

Delete Selected Intervention

Intervention Details

Student ID	First Name	Last Name	Intervention	Start	End	Comments
1122101	Greta	Andrews	Positive Behavioral Interventions and	9/1/2011		
1122101	Greta	Andrews	Check and Connect	9/15/2011		

Reports Control Panel

Reports Control Panel [MORE INFO](#)

[Main Menu](#)

School Level Reports:	Cohort	Create Report
Risk Indicator Summary Report ▼	All ▼	

Student Level Reports:	Time Frame:	Intervention:	Cohort	Create Report
Flagged Student Report ▼	Quarter 1 ▼	N/A ▼	All ▼	

View Detailed Student Report:	Create Report
--------------------------------------	-------------------------------

View Student Level Intervention Summary Report:	Create Report
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School Level Report: Example

Risk Indicator Summary Report
MORE INFO

Time Frame: Quarter 1
Filter: No
Date: November 29, 2011

Cohort: All

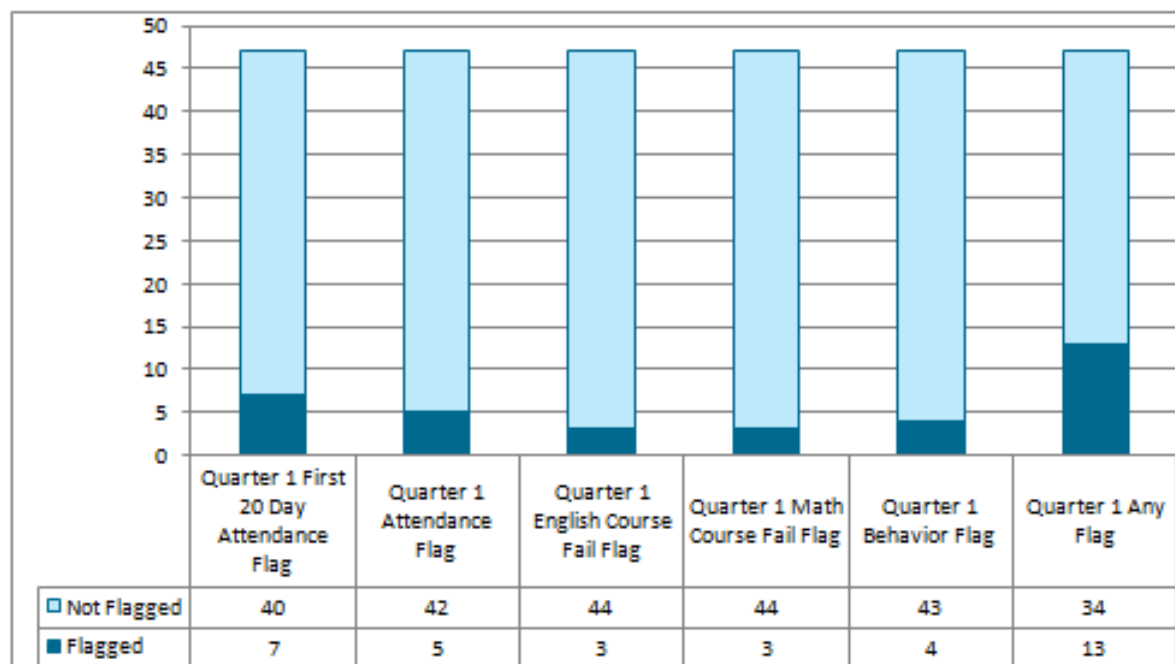
Drop Outs: #N/A

Transfers Out: #N/A

Start Date: 9/1/2011

End Date: 11/15/2011

This report shows the number of students who are flagged and not flagged for each indicator of risk for the selected grading period or time frame.



Student Level Report: Example



Reports Control Panel

Student Level Report MORE INFO

Time Frame: Intervention:

Report:	Flagged Student Report	Total Students:	47
Date:	December 1, 2011	Flagged Students:	13
Cohort:	All	% Flagged:	28%
Time Frame:	Quarter 1		

This report shows a list of students who are flagged for any indicators of risk and for which indicators they are flagged for the selected grading period or time frame.

Student ID	First Name	Last Name	Incoming Risk Indicator	4 Flagged Quarter 1 First 20 Day Attendance Flag	7 Flagged Quarter 1 Attendance Flag	5 Flagged Quarter 1 English Course Fail Flag	3 Flagged Quarter 1 Math Course Fail Flag	3 Flagged Quarter 1 Behavior Flag
1122101	Greta	Andrews	Yes	No	Yes	No	Yes	Yes
1122103	Katherine	Barkauskas	Yes	Yes	No	No	No	No
1122110	Bradley	Dietrich	No	Yes	No	No	No	No
1122113	Sharon	Fanning	No	No	No	Yes	No	No
1122119	Whitney	Jeffers	--	No	No	No	Yes	No
1122121	Cara	Kang	No	No	No	No	No	Yes
1122130	Heidi	Olson	No	No	No	Yes	No	No
1122137	Jessica	Stevens	Yes	Yes	Yes	No	Yes	No
1122138	Dante	Thomas	No	Yes	Yes	Yes	No	No
1122141	Ellie	Unruh	No	Yes	No	No	No	No
1122144	Alex	Willis	No	Yes	Yes	No	No	Yes
1122145	Kelly	Wong	--	No	No	No	No	Yes
1122149	Eva	Zimmer	Yes	Yes	Yes	No	No	No

Overage Student Report

Reports Control Panel

Student Level Report

[MORE INFO](#)

Time Frame: Intervention:

Report:	Flagged Student Report	Total Students:	47
Date:	December 1, 2011	Flagged Students:	13
Cohort:	All	% Flagged:	28%
Time Frame:	Quarter 1		

This report shows a list of students who are flagged for any indicators of risk and for which indicators they are flagged for the selected grading period or time frame.

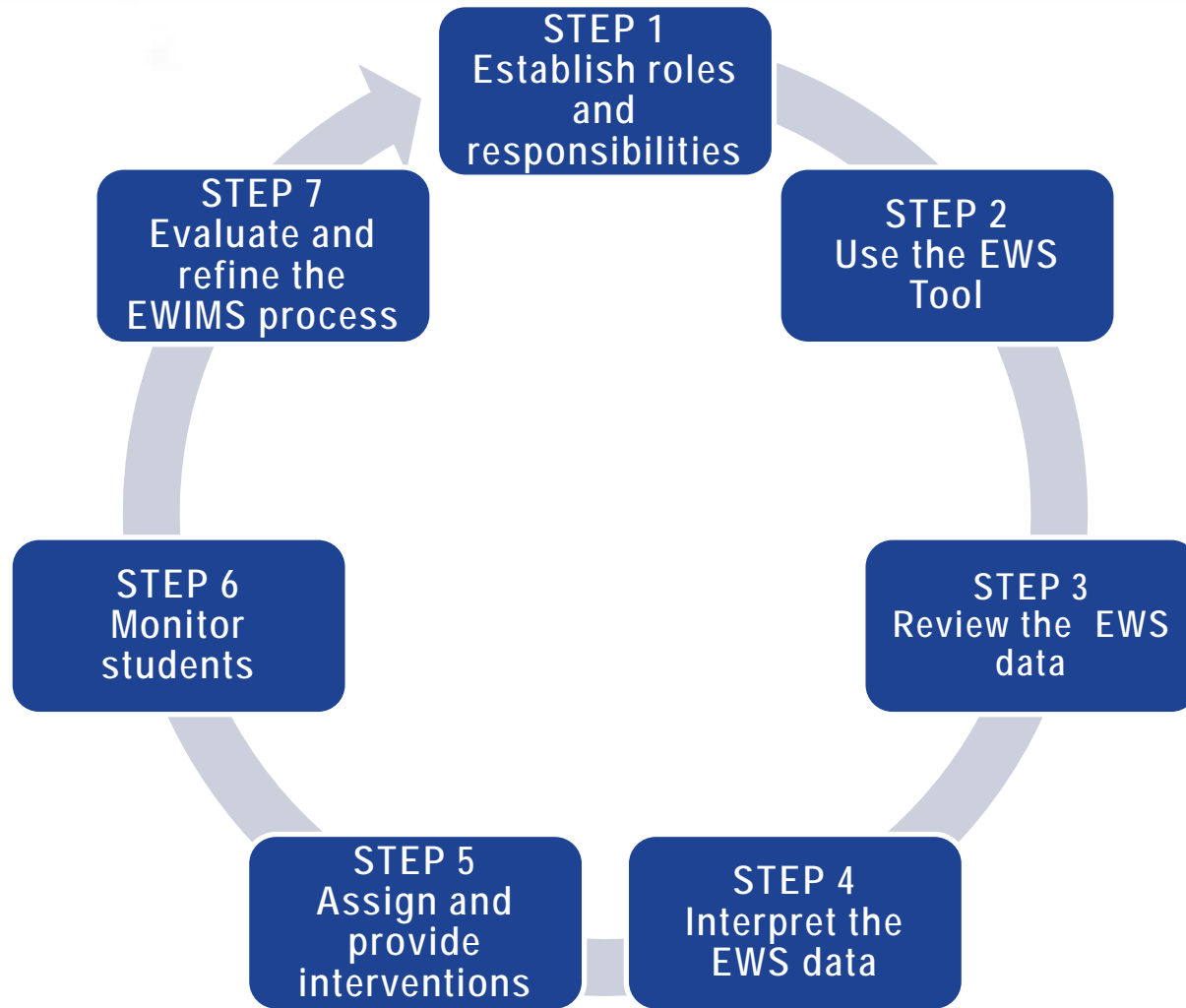
Student ID	First Name	Last Name	4 Flagged	7 Flagged	5 Flagged	3 Flagged	3 Flagged	4 Flagged
			Incoming Risk Indicator	Quarter 1 First 20 Day Attendance Flag	Quarter 1 Attendance Flag	Quarter 1 English Course Fail Flag	Quarter 1 Math Course Fail Flag	Quarter 1 Behavior Flag
1122101	Greta	Andrews	Yes	No	Yes	No	Yes	Yes
1122103	Katherine	Barkauskas	Yes	Yes	No	No	No	No
1122110	Bradley	Dietrich	No	Yes	No	No	No	No
1122113	Sharon	Fanning	No	No	No	Yes	No	No
1122119	Whitney	Jeffers	--	No	No	No	Yes	No
1122121	Cara	Kang	No	No	No	No	No	Yes
1122130	Heidi	Olson	No	No	No	Yes	No	No
1122137	Jessica	Stevens	Yes	Yes	Yes	No	Yes	No
1122138	Dante	Thomas	No	Yes	Yes	Yes	No	No
1122141	Ellie	Unruh	No	Yes	No	No	No	No
1122144	Alex	Willis	No	Yes	Yes	No	No	Yes
1122145	Kelly	Wong	--	No	No	No	No	Yes
1122149	Eva	Zimmer	Yes	Yes	Yes	No	No	No

EWIMS Implementation Process

Presenter

Susan Bowles Therriault, Ed.D.

EWIMS Seven-Step Implementation Process



Step One: Establish Roles and Responsibilities

- EWS teams need to include individuals who have:
 - Authority to make decisions
 - Knowledge of diverse students
 - Expertise to manage and analyze data
- EWS team are required to:
 - Meet regularly
 - Communicate EWS risk or dropout prevention issues to groups/individuals outside of the team
 - Solicit feedback from stakeholders (leaders, staff, students, parents)
 - Monitor students' progress

Step Two: Use the EWS Tool

- Important EWS tool (middle grades and high school) considerations:
 - Data must be regularly entered throughout the school year
 - At least one individual should be responsible for ensuring the EWS tool is loaded with the latest data
 - EWS Team members must be trained to understand the use of the indicators within the tool
 - Reports must be used and accessible in order to make decisions about students' needs
 - Student progress in interventions must be monitored

EWS Middle Grades Tool: *Indicators and Monitoring Time Frame*

Indicator	Time Frame	Middle Grades Benchmark (Flagged at Risk)
Incoming Indicator	<ul style="list-style-type: none"> • Before school begins 	Locally validated indicators of risk
Attendance	<ul style="list-style-type: none"> • First 20 or 30 days • Each grading period • End of year 	Missed 20% or more of instructional time (absences)
Course failures	<ul style="list-style-type: none"> • Each grading period • End of year 	Failure grade in an English language arts or mathematics course
Behavior	<ul style="list-style-type: none"> • Each grading period • End of year 	Locally validated thresholds
End of year indicator	<ul style="list-style-type: none"> • End of year 	EWS Middle Grades Tool exit indicator or locally validated threshold

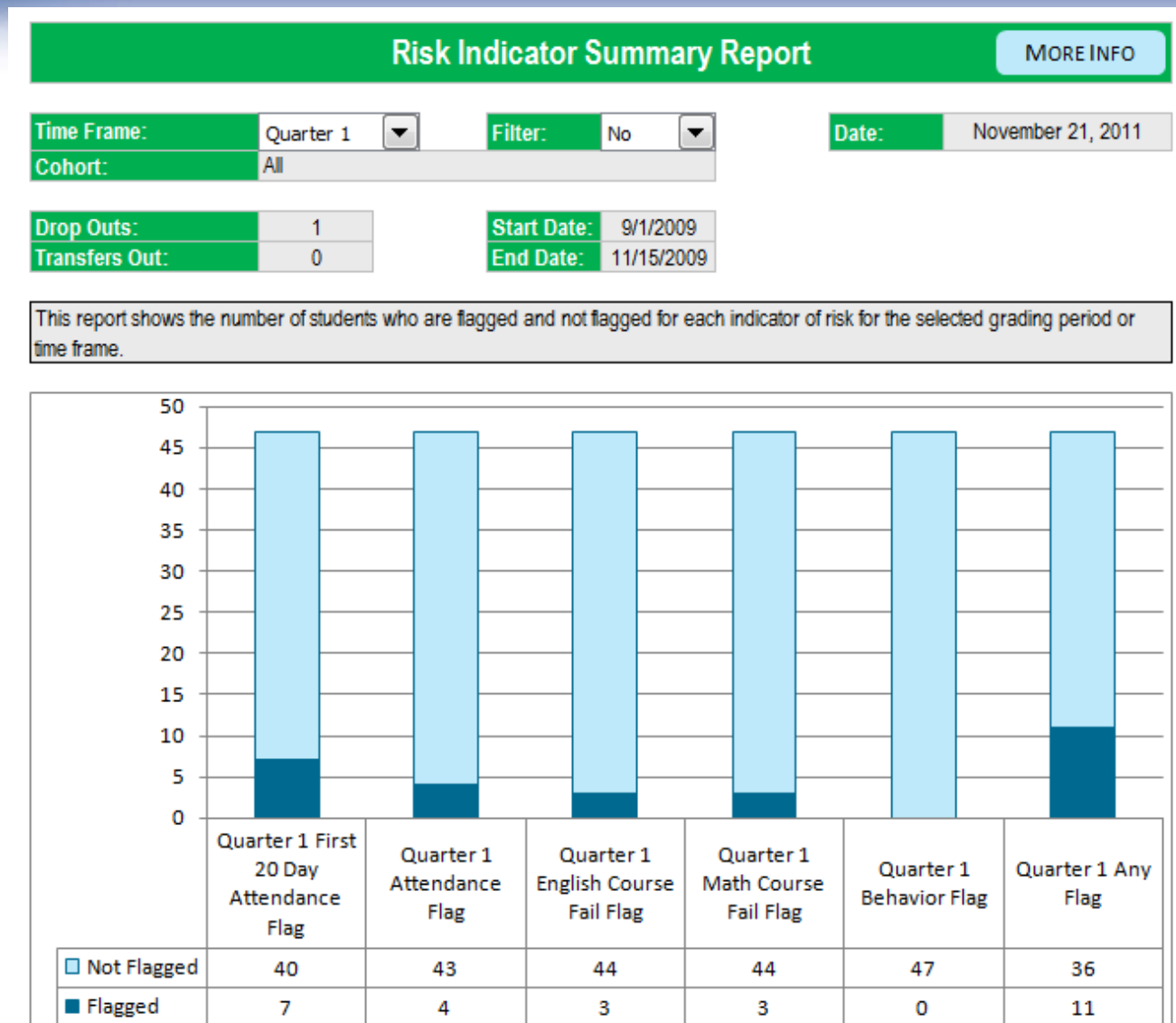
EWS High School Tool: *Indicators and Monitoring Time Frame*

Indicator	Time Frame	High School Benchmark (Flagged at Risk)
Incoming indicator	<ul style="list-style-type: none"> • Before school begins 	EWIMS Middle Grades Tool Exit Indicator or locally validated pre-high school indicators
Attendance	<ul style="list-style-type: none"> • First 20 or 30 days • Each grading period • End of year 	Missed 10% or more of instructional time (absences)
Course failures	<ul style="list-style-type: none"> • Each grading period • End of year 	Failed one or more semester courses (any subject)
Grade point average	<ul style="list-style-type: none"> • Each grading period • End of year 	Earned 2.0 or lower (on a 4-point scale)
Behavior	<ul style="list-style-type: none"> • Each grading period • End of year 	Locally validated thresholds
On-track indicator	<ul style="list-style-type: none"> • End of year 	Failed two or more core courses, or accumulated fewer credits than required for promotion to the next grade

Step Three: Review EWS Data

- EWS indicators are reviewed and monitored to identify students at risk for dropping out and to understand patterns in student engagement and academic performance
- Questions to ask about EWS data:
 - ***Student-level patterns:*** What do your data tell you about individual students who are at-risk?
 - ***School-level patterns:*** What do your data tell you about how the school is doing?
 - Are students who were flagged from the beginning remaining “off-track” through the year?
 - Are students who were flagged at one reporting period back “on-track” at the next?

EXAMPLE 1: School Level Report



EXAMPLE 2: Student Level Report

Student Level Report MORE INFO

Time Frame: Intervention:

Report:	Flagged Student Report	Total Students:	47
Date:	November 21, 2011	Flagged Students:	11
Cohort:	All	% Flagged:	23%
Time Frame:	Quarter 1		

This report shows a list of students who are flagged for any indicators of risk and for which indicators they are flagged for the selected grading period or time frame.

Student ID	First Name	Last Name	4 Flagged		7 Flagged		4 Flagged		3 Flagged		3 Flagged		0 Flagged	
			Incoming Risk Indicator	Quarter 1 First 20 Day Attendance Flag	Quarter 1 Attendance Flag	Quarter 1 English Course Fail Flag	Quarter 1 Math Course Fail Flag	Quarter 1 Behavior Flag						
1122101	Greta	Andrews	Yes	No	Yes	No	Yes	No	Yes	No				
1122103	Katherine	Barkauskas	Yes	Yes	No	No	No	No	No	No				
1122110	Bradley	Dietrich	No	Yes	No	No	No	No	No	No				
1122113	Sharon	Fanning	No	No	No	Yes	No	Yes	No	No				
1122119	Whitney	Jeffers	--	No	No	No	No	Yes	No	No				
1122130	Heidi	Olson	No	No	No	Yes	No	Yes	No	No				
1122137	Jessica	Stevens	Yes	Yes	No	No	Yes	No	Yes	No				
1122138	Dante	Thomas	No	Yes	Yes	Yes	Yes	No	No	No				
1122141	Ellie	Unruh	No	Yes	No	No	No	No	No	No				
1122144	Alex	Willis	No	Yes	Yes	No	No	No	No	No				
1122149	Eva	Zimmer	Yes	Yes	Yes	No	No	No	No	No				

Step Four: Interpret EWS Data

- The EWS team must look BEYOND the indicators
 - Indicators are just observable symptoms, *not root causes*
 - Root causes emerge through examining additional data from a variety of sources beyond the EWS indicators (*e.g., talking to classroom teachers, parents, individual students, other adults in the school*)
- Looking at data beyond EWS Indicators can:
 - Help identify individual and common needs among groups of students
 - Raise new questions and increase understanding of why students' fall off-track for graduation

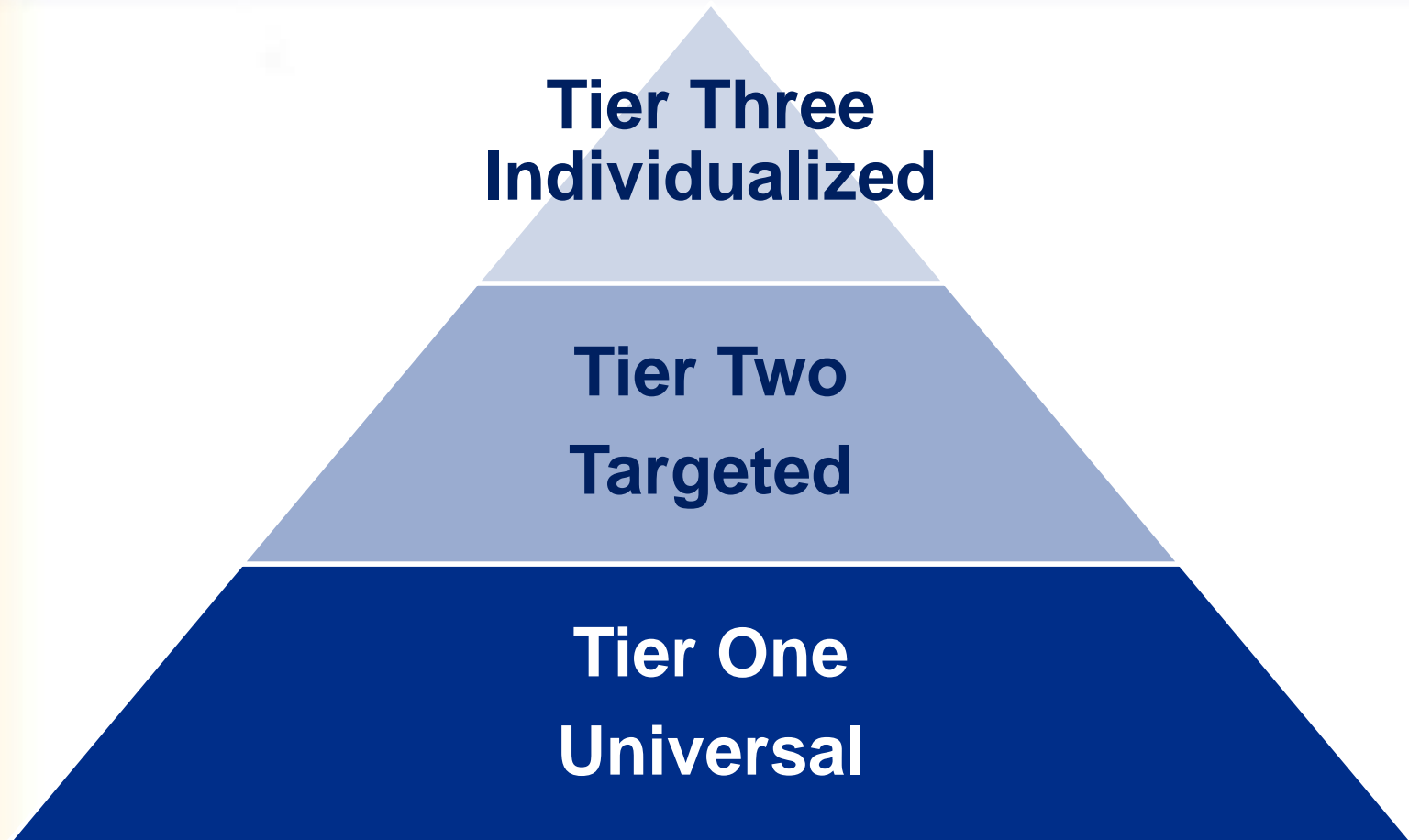
Step Four: Interpret EWS Data (cont.)

- Understanding characteristics of students at-risk of dropout is important because:
 - Decisions to persist or drop out are affected by multiple contextual factors - family, school, neighborhood, peers
 - Personal and school factors contribute to success or failure during the freshman year
 - EWS indicators, such as attendance and course performance problems are distinct indicators of risk, but are highly interrelated, and both can signal disengagement
 - Student background characteristics are less important in explaining failures than behaviors in the middle grades and in high school

Step Five: Assign and Provide Interventions

- The EWIMS team matches individual students to specific interventions after having gathered information about:
 - Potential root causes for individual students who are flagged as at risk
 - The available academic and behavioral support and dropout prevention programs in the school, district, and community
- A tiered approach can be used to match students to interventions based on their individual needs

Tiered Approach to Dropout Prevention



Step Five (cont.): Assign and Provide Interventions

- Focus on achievement in core courses
- Content recovery courses
- Tutoring as an academic support
- Tiered approaches
- Attendance and behavior monitors
- Advisories and team teaching
- Counseling and mentoring
- Small learning communities and school within a school for greater personalization
- Partnerships between high schools and feeder middle schools
- Ninth grade transition programs
- Support for students with disabilities outside of school
- Career and college awareness
- Family engagement
- Community engagement

Step Five (cont.): Assign and Provide Interventions

Dropout Prevention Program	Middle Grades	High School
Accelerated Middle Schools	X	
ALAS	X	X
Financial Incentives for Teen Parents to Stay in School	X	X
National Guard Youth ChalleNGe Program		X
Talent Search		X
JOBSTART		X
Job Corps		X
New Chance		X
Check & Connect		X
Career Academies		X
Talent Development High Schools		X

Step Six: Monitor Students and Interventions

- The EWS team monitors students who are participating in interventions to:
 - Make necessary changes by identifying students' whose needs are not being met, and/or those students who may no longer be struggling
 - Identify new interventions that will to meet students' needs
 - Use data to monitor the effectiveness of interventions offered
 - Increase knowledge about the general effectiveness of interventions
 - Improve the matching of students to interventions
 - Communicate with appropriate stakeholders and solicit their involvement in the process (e.g., feeder schools, next grade level)

Step Seven: Evaluate and Refine the EWIMS Process

- Refine the EWIMS Implementation Process
 - During the school year
 - At the end of a school year
- Identify short- and long-term needs and solutions
 - Student needs
 - School climate
 - Organizational needs (school and/or district)

Questions?

EWS Resources and Information

- **Upcoming EWS webinars**
 - **December 7, 2011, 3–4pm ET** – *Technical Aspects of Using the EWS Middle Grades and High School Tools*
 - **December 14, 2011, 3–4pm ET** – *Stories from the Field: Putting EWS into Practice*
- **Online EWS Community of Practice**
 - Launch on December 14, 2011
- **Access EWS products, tools and more:**
 - <http://www.betterhighschools.org/ews.asp>

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