Early Warning Systems

It is now possible to identify who among elementary, middle, and high school students will likely drop out of high school unless on-going interventions occur.

ABC’s of Dropout Prevention
- Attendance
- Behavior
- Course Failure/Credit Attainment
- Used as a Progress Monitoring Tool and a Transition Tool
Time

Place
Promotion Power-PreK-12

All Students Complete High School “On-Time” Without Delays
Graduation Tracking System (GTS)

PROCESS

- Pre-K- Twelfth Grade
- Statewide Access
- Includes ABC’s of Dropout Prevention
- Included in State Superintendent’s PLAN 2020
Early Warning Systems (EWS)
Early Adapters & Learning Summit
November 5 – 6, 2013
Dallas, Texas
Graduation Tracking System
The Social and Behavioral Components

- How great of an impact do social and behavioral factors have on student success?
- How do these factors contribute to students “getting off track” and eventually dropping out of school?
- How do we respond and intervene?
Attendance
Unpacking Attendance Terms

- **Average Daily Membership (ADM)** – Average number of students enrolled.
- **Truancy** – Typically refers only to unexcused absences.
- **Average Daily Attendance (ADA)** – Percentage of students who attend school each day.
- **Chronically Absent** – Missing 10% or more of school for ANY reason – excused, unexcused, suspensions, expulsions, family vacations, etc..
- **Moderately Absent** – Missing between 5-9% of school over the course of a year.
- **Excessively Absent** – Missing more than 20% of school over the course of a year.
Why do students fail?

- Attendance is 8 times more predictive of failure than prior test scores.
- Failures are much more strongly related to course absence than to incoming achievement.
- Many times chronic attendance problems start in elementary school and a pattern of non-compliant behavior begins. However, attendance is not the only indicator.
Each day of absence in ninth grade is associated with a dramatically reduced likelihood of graduating.

- 0-4 – 87%
- 5-9 – 63%
- 10-14 – 41%
- 15-19 - 21%
- 20-24 – 9%
- 25-29 – 5%
- 30-34 – 2%
- 35-40 – 1%
Outcomes: Six-Step Implementation Process

Step 1: Using the GTS Tool
Step 2: Identifying Team Members
Step 3: Reviewing and Interpreting the Data
Step 4: Aligning Resources
Step 5: Monitoring Interventions
Step 6: Evaluating and Refining the Process
What is INFocus?

Access through INow

1. Login Using Your System/School Login and Password
2. Upon login, you must select a School and Academic Session.
3. Refer to the menu bar located down the left side of the screen.
4. Select REPORTS
5. Open INFOCUS
6. Select SHARED REPORTS
7. Select STI Shared Report
8. Select Graduation Tracking System
9. Go to EDIT to customize
Decision-Making

"I don't see how sending out flares is going to save us."
Step 2: Identifying the Team

- Roles and Responsibilities
Activity

To work through this part of implementation, with your team members, respond to the following questions:

- Who at the school level will lead, facilitate, and monitor GTS Implementation and serve as contact for ALSDE?
- Who needs to be represented on the school Team and why?
- Who will have access to the GTS reports? How often?
- How will the GTS tool/reports be utilized and managed during the Team meetings?
- How frequently and what specific dates will the Team meet?
Step 3: Reviewing and Interpreting Your Schools GTS Data
Activity: Worksheet 1

• Review Data of Five Students
• Respond to Questions
• Discuss Findings
Step 4: Identifying School, District, and Community Resources to Use in Creating a Tiered Student Wraparound Support System
Alignment of interventions and on-going development of school and wraparound supports

What is an effective intervention?
INTERVENTION vs. REMEDIATION

Intervention
- Systematic Response (SR)
- Timely (T)
- Directive (D)
Building a Pyramid of Intervention

- With your school representatives list all the behavioral/social supports you currently have in place at your school.
- Determine if they are I,SR,T,D.
- Place them on your POI chart under Universal Preventive, Targeted Support, Individualized Support.
- Share your completed chart with the group.
What are Tiered Supports?

Steps in Truancy Intervention

- Juvenile Court Petition Level (Probation, Fine)
- District Level Early Warning/Pre-Petition Level (Alignment of Resources)
- School Level Interventions (Phone Call, Letter, Conference)

You Are Here
Step 5: Monitoring Students and Interventions
Guiding Questions

- What resources (e.g., time, materials, personnel, funding) are necessary to support the critical need areas? Are those resources on your list of existing student supports?
- What structures are currently in place to support students? (e.g., credit recovery, behavior support, personnel, attendance and truancy interventions, student code of conduct.)
- Categorize your list of existing interventions based on intensity into Tier I, Tier II, or Tier III supports.

Refer to Worksheet 4
Step 6: Evaluating and Refining the Process
Conclusion