



Florida Problem Solving/Response to Intervention Project Early Warning Systems Support

With the passage of SB 850 in 2014 and HB 7069 in 2017, schools with grades K-8 are required to implement early warning systems (EWS) to identify students exhibiting signs that they are at-risk for adverse outcomes. Schools are required to monitor students identified as at-risk on an ongoing basis and to provide supports to students based on the following indicators:

- *Attendance below 90% for any reason* including excused absences and suspensions
- One or more *suspensions* whether in-school or out-of-school
- A *course failure* in English language arts or mathematics in any grading period
- A *level- 1 score* on statewide, standardized assessments in English language arts or mathematics or for *K-3 students a substantial reading deficiency* under 1008.25(5)(a), F.S.

The Florida Problem Solving/Response to Intervention (PS/RtI) Project has provided or currently offers the following types of supports to districts and schools related to EWS implementation and utilization:

- Initial and ongoing technical assistance for:
 - Identification and alignment of PreK-12 EWS indicators and thresholds
 - Infrastructure necessary to support EWS
 - Problem-solving to support decisions regarding EWS data and intervention implementation
- Initial and ongoing training and technical assistance to address specific EWS indicator needs (e.g., Chronic Absenteeism):
 - Chronic absenteeism (missing 10% or more of school days) may be one of the first signs of risk for a number of negative outcomes (e.g., academic failure, *anti-social behaviors, mental health problems*)
 - Chronic Absenteeism Equity Calculator- a tool that identifies disproportionality in chronic absenteeism among subgroups (gender, race/ethnicity, SWD, ELL, economic disadvantage) to help understand the scope of the problem and target resources
 - Secondary MTSS training focused on using these types of indicators to improve proficiency among SWDs
 - Reasons for Chronic Absenteeism (RCA) Surveys (6th-12th Student, K-12 Parent, PreK Parent versions) identifies root causes of chronic absenteeism to inform problem-solving and intervention development
 - *Secondary students report mental health concerns of anxiety, depression and family stress to be 3rd most common reason for absences after health and transportation related absences. (See [Reasons for Chronic Absenteeism Among Florida Secondary Students, Survey Summary Report](#))*

To-date, the PS/RTI Project has provided training and technical assistance to school or district teams from 47 Florida school districts and one lab school (see back page for more information on districts who have participated in EWS supports).

Florida Districts Participating in EWS Support Provided by the FL PS/RtI Project

District	Teams Attended Secondary MTSS Training	Technical Assistance for EWS	Technical Assistance for EWS indicators (e.g. chronic absenteeism)	Participation in Reasons for Chronic Absenteeism (RCA) Surveys
Alachua	X			
Baker		X	X	X
Bay	X			
Brevard	X			
Broward	X	X	X	
Calhoun	X	X	X	
Charlotte		X		
Citrus	X			
DeSoto	X			
Dixie	X			
Flagler				X
Franklin		X	X	
Gadsden		X	X	
Gilchrist	X			
Gulf	X	X	X	
Hardee	X		X	
Hendry	X			
Hernando	X			
Highlands		X		
Holmes	X			
Indian River	X			
Jackson		X	X	X
Jefferson		X		
Lee	X	X		
Leon				
Levy	X		X	
Liberty		X	X	
Madison	X			
Manatee		X		
Marion				
Martin	X			
Monroe		X	X	X
Nassau	X	X		
Okeechobee				X
Orange	X			
Palm Beach	X			X
Pasco		X	X	
Pinellas	X	X		X
Polk	X	X		
Putnam	X	X	X	X
Santa Rosa	X			
Sarasota	X			
St. Johns		X		
Sumter				X
Taylor	X		X	X
Volusia		X	X	X
Washington	X	X		
FAMU Lab School		X		