



A Brief Overview of the Project 10 Early Warning System

Administrator's Management Meeting 2017

This training was developed by the Project 10: Transition Education Network, a special project funded by the Florida Department of Education, Division of Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

Objectives

After this training, participants will be able to:

- Discuss early warning systems legislation and research
- Describe federal uniform graduation and dropout rate calculations
- Obtain and analyze district and school-level data using the Project 10 Early Warning System (EWS).
- Utilize the Project 10 EWS data to inform policy, procedure and staffing patterns to assist with increasing graduation rates and decreasing dropout rates.
- Create effective graduation success/dropout prevention teams using the Project 10 EWS Intervention Implementation Checklist.
- Identify an emerging model for use of the Project 10 EWS in middle schools.

Legislation

During the 2014 legislative session the following changes were made relating to secondary transition:

- Section 1003.438, Florida Statutes (F.S.), Special high school graduation requirements for certain exceptional students, were repealed
- S. 1003.4282, F.S., Requirements for a standard high school diploma, were amended
- S. 1003.5716, F.S., Transition to postsecondary education and career opportunities, were created

The Florida Department of Education (FDOE), Bureau of Exceptional Education and Student Services (BEESS) wrote Rule 6A-1.09963, Florida Administrative Code (F.A.C), High School Graduation Requirements for Students with Disabilities in order to implement this new statute by July 1st, 2015.

Rule 6A-1.09963, F.A.C

Related Resources

- High School Graduation Options for Students with Disabilities Technical Assistance Paper (TAP)
<http://info.fldoe.org/docushare/dsweb/Get/Document-7322/dps-2015-34.pdf>
- Career Technical Education (CTE) Course Substitution Guidance
<http://www.fldoe.org/core/fileparse.php/7571/urlt/CTEsubstitutions.pdf>

Early Warning Systems (EWS)



Summary of Early Warning Indicators in 1001.42, (F.S.)

Early warning indicators are among information and data now required in school improvement plans (SIP):

- **Early warning indicators**
 - **Attendance below 90%, regardless of whether absence is excused or a result of out-of-school suspension**
 - **One or more suspensions, whether in school or out of school**
 - **Course failure in English Language Arts or mathematics**
 - **A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics**
- **Number of students identified exhibiting 2 or more indicators**
- **Intervention strategies employed by school**
- **School-based team**

National High School Center EWS Indicators

Indicator	Threshold
Attendance	Student missed 10% or more of instructional time (absences)
Behavior	Locally validated thresholds (e.g., referrals, in- or out-of-school suspension, behavior grades)
Course Performance	Failure in one or more courses Earned 2.0 or lower GPA (on a 4-point scale)

(Early Warning Systems in Education at the American Institutes for Research, 2012;
Therriault, O’Cummings, Heppen, Yerhot, & Scala, 2013, p. 2)

Federal Uniform Graduation Rate Calculation



Federal Uniform Graduation Rate

of students graduating with a general diploma in four years

of first-time 9th graders from 4 years ago
+ incoming transfer students in same cohort
– students from population that transferred out or left to enroll
in private or home school
(denominator)

Federal Dropout Rate - SWD

of students who exited special education due to dropping out

of students who exited for any other reason in that year
(e.g., graduated with a regular high school diploma, certificate of completion, special certification of complete, dropped out [dropout codes], died)

Run School-Level Reports

Variables to Report

- High school
- Organized by cohort
- Student name
- Disability code or label
- Diploma type
- Actual grade level
- GPA
- Credits
- FSA/EOC scores
- Attendance
- Behavior (referrals, in/out of school suspension)
- Withdrawal Codes: W05, W11, W13, W15, W18, W21, W22, W23
- Withdrawal Code: Enrolled in Adult Education (W26)
- All other withdrawal codes (Students who transferred, graduated early, earned GED while in high school, students who earn Certificate of Completion)
- Resource: FDOE 2013-14 Automated Student Information System, Appendix A: Attendance Recordkeeping Required Codes for Grade PK-12 Students

Data Capacity and Analysis

Data System:					
Graduation Rate Report Capacity			Dropout Prevention Report Capacity		
Able to run reports containing the following variables:			Able to run two reports: 1) prevention, and 2) retrieval containing the containing the following variables:		
Data variable	Yes	No	Data variable	Yes	No
By cohort			All 9 th through 12 th graders		
By high school			By high school		
Student name			Student name		
Student age			Student age		
Student grade			Student grade		
Diploma option			Diploma option		
ESE classification			ESE classification		
Number of credits earned			Number of credits earned		
GPA			GPA		
Attendance			Attendance		
Failing course			Failing course		
FCAT scores			Discipline records		
EOC scores			Withdrawal codes: DNE, W05, W13, W15, W18, W21, W22, W23		

Project 10 Early Warning System Legend

Completely On-Track Students (Green): GPAs are 2.5 or greater and are potentially students that will graduate on time with their cohort. Attendance Recordkeeping Codes: W06, W6A, W6B, WFA, WFB, WFT, WFW, WRW, WXL, WXT, WXW, WD1 (Deferral)

On-Track Students (Light Green): GPAs are between 2.2 –2.49. These students are likely to graduate on time, but can easily fall behind if not monitored.

Border-Line At-Risk Students (Yellow): GPAs range from 2.0 – 2.19. These students could potentially experience problems if they begin failing a course and need monitoring to stay on track for a timely graduation with their cohort.

Extremely At-Risk Students (Orange): GPAs below a 2.0 and/or students are below grade level or have earned less than the required amount of credits. These factors may prevent them from a timely graduation with their cohort.

Dropout (Light Blue): These are students who dropped out (DNE, W05, W11, W13, W15, W18, W21, W22, W23).

Non-Graduates (Blue): **Withdrawal to Adult Education or GED:** W26, W45, WGA, WGD, W10. **Certificate of Completion Codes:** W08, W8A, W09, W8B

Transfer (Gray): Students in this category need to be removed from the cohort data BEFORE Survey 5 is submitted. This ensures that these students will no longer be part of the cohort number of students.

Projection Sheet Template

Code	# of students	Projected Federal Graduation Rate for SWDs
Total Students – Transfer-Outs (Gray) = 2017-18 (Cohort Began in 2014-15)		2017-18 Cohort (entered 9th Grade in 2014-15): # Students
Completely On-Track Students (Green): GPAs are 2.5 or greater and are potentially students that will graduate on time with their cohort. Attendance Recordkeeping Codes: W06, W6A, W6B, WFA, WFB, WFT, WFW, WRW, WXL, WXT, WXW, WD1 (Deferral)		If the ___ students are completely on track to graduate (dark green), then your graduation rate is # in category/ total # of cohort = ___%
On-Track Students (Light Green): GPAs are between 2.2 –2.49. These students are likely to graduate on time, but can easily fall behind if not monitored.		If the ___ students that are completely on track to graduate (dark green) + the ___ students are on-track to graduate (light green), then your graduation rate is total of light and dark green / total # in cohort = ___%
Border-Line At-Risk Students (Yellow): GPAs range from 2.0 – 2.19. These students could potentially experience problems if they begin failing a course and need monitoring to stay on track for a timely graduation with their cohort.		If the ___ students that are completely on track to graduate (dark green) + the ___ students on-track to graduate (light green) + the ___ students that are border-line at-risk to graduate (yellow), then your graduation rate is total of yellow, light and dark green / total # in cohort = ___%
Extremely At-Risk Students (Orange): GPAs below a 2.0 and/or students are below grade level or have earned less than the required amount of credits. These factors may prevent them from a timely graduation with their cohort.		If the ___ students that are completely on track to graduate (dark green) + the ___ students on-track to graduate (light green) + the ___ students that are border-line at-risk to graduate (yellow) + of the students that are extremely at-risk, ___ could graduate with support, then your graduation rate is total of ___ from orange, yellow, light and dark green / total # in cohort = ___%
Dropout (Light Blue): These are students who dropped out (DNE, W05, W11, W13, W15, W18, W21, W22, W23)		Can any of these students be retrieved? Are some of them still able to achieve a standard diploma with their cohort with the right support, accommodations, interventions, etc.? If not, can some coded as dropouts be encouraged to enroll in Adult Education?
Non-Graduates (Blue): Withdrawal to Adult Education or GED: W26, W45, WGA, WGD, W10. Certificate of Completion Codes: W08, W8A, W09, W8B		Non-Graduates (Blue): Withdrawal to Adult Education or GED: W26, W45, WGA, WGD, W10. Certificate of Completion Codes: W08, W8A, W09, W8B
Transfer (Gray): Students in this category need to be removed from the cohort data BEFORE Survey 5 is submitted. This ensures that these students will no longer be part of the cohort number of students.		Make sure all of these students have transferred.

Projection Sheet Sample

Code	# of students	Projected Federal Graduation Rate for SWDs
Total Students – Transfer-Outs (Gray) = 2014-15 (Cohort Began in 2011-12)		2014-15 Cohort (entered 9th Grade in 2011-12): # Students
Completely On-Track Students (Green): GPAs are 2.5 or greater and are potentially students that will graduate on time with their cohort. Attendance Recordkeeping Codes: W06, W6A, W6B, WFA, WFB, WFT, WFW, WRW, WXL, WXT, WXW, WD1 (Deferral)	12	If the 12 students are completely on track to graduate (dark green), then your graduation rate is # in category(12)/ total # of cohort (45) = <u>26.7%</u>
On-Track Students (Light Green): GPAs are between 2.2 –2.49. These students are likely to graduate on time, but can easily fall behind if not monitored.	8	If the 12 students that are completely on track to graduate (dark green) + the 8 students are on-track to graduate (light green), then your graduation rate is total of light and dark green (20) / total # in cohort (45) = 44.4%
Border-Line At-Risk Students (Yellow): GPAs range from 2.0 – 2.19. These students could potentially experience problems if they begin failing a course and need monitoring to stay on track for a timely graduation with their cohort.	6	If the 12 students that are completely on track to graduate (dark green) + the 8 students on-track to graduate (light green) + the 6 students that are border-line at-risk to graduate (yellow), then your graduation rate is total of yellow, light and dark green (26) / total # in cohort (45) = 57.8%
Extremely At-Risk Students (Orange): GPAs below a 2.0 and/or students are below grade level or have earned less than the required amount of credits. These factors may prevent them from a timely graduation with their cohort.	10	If the 12 students that are completely on track to graduate (dark green) + the 8 students on-track to graduate (light green) + the 6 students that are border-line at-risk to graduate (yellow) + of the students who are extremely at-risk but could graduate, 2 of them may graduate on time with support, then your graduation rate is total of from orange, yellow, light and dark green (28) / total # in cohort (45) = 62.2%
Dropout (Light Blue): These are students who dropped out (DNE, W05, W11, W13, W15, W18, W21, W22, W23)	4	Can any of these students be retrieved? Are some of them still able to achieve a standard diploma with their cohort with the right support, accommodations, interventions, etc.? If not, can some coded as dropouts be encouraged to enroll in Adult Education?
Non-Graduates (Blue): Withdrawal to Adult Education or GED: W26, W45, WGA, WGD, W10. Certificate of Completion Codes: W08, W8A, W09, W8B	5	Non-Graduates (Blue): Withdrawal to Adult Education or GED: W26, W45, WGA, WGD, W10. Certificate of Completion Codes: W08, W8A, W09, W8B
Transfer (Gray): Students in this category need to be removed from the cohort data BEFORE Survey 5 is submitted. This ensures that these students will no longer be part of the cohort number of students.	4	Make sure all of these students have transferred.

Sample Data, Slide 1

Counter	Student's Name	GRD	WCODE	WDATE	Excep.	ABS	Credits	GPA	Diploma Type	RDLVL
1	John Tyler	11			K	12	16	1.5909	STANDARD DIP. 26	1
2	John Adams	11			J	14	16.5	1.5945	STANDARD DIP. 26	1
3	William Henry Harrison	11			K	8	15	1.6666	STANDARD DIP. 26	3
4	John Quincy Adams	11			K	5	14.5	1.8333	STANDARD DIP. 26	1
5	James K. Polk	11			V	9	20	1.875	STANDARD DIP. 26	2
6	Zachary Taylor	11			K	4	17.5	2.2727	STANDARD DIP. 26	1
7	George Bush	12			K	7	17	1.425	STANDARD DIP. 26	1
8	Eliza McCardle Johnson	12			K	6	19.5	1.7666	STANDARD DIP. 26	2
9	Woodrow Wilson	12			K	5	18	1.892	STANDARD DIP. 26	1
10	William Howard Taft	12			K	5	19.5	1.981	STANDARD DIP. 26	4
1	Lyndon B. Johnson	12			J	10	18	2	STANDARD DIP. 18	
2	Bill Clinton	12			K	9	19.5	2	STANDARD DIP. 26	1
3	Dwight D. Eisenhower	12			K	6	21	2.0434	STANDARD DIP. 26	2
4	Rutherford B. Hayes	12			K	5	18.5	2.0714	STANDARD DIP. 26	3
5	Richard M. Nixon	12			K	4	20	2.119	STANDARD DIP. 26	
6	William McKinley	12			K	0	19	2.1666	STANDARD DIP. 26	2

Sample Data, Slide 2

Counter	Student's Name	GRD	WCODE	WDATE	Excep.	ABS	Credits	GPA	Diploma Type	RDLVL
1	Lou Henry Hoover	12			V	0	21.5	2.2	STANDARD DIP. 26	
2	James Buchanan	12			K	0	19	2.2142	STANDARD DIP. 26	4
3	Jimmy Carter	12			K	0	22	2.2173	STANDARD DIP. 26	4
4	Mary Lord Harrison	12			K	0	19	2.225	STANDARD DIP. 26	3
5	Chester A. Arthur	12			V	0	19	2.25	STANDARD DIP. 26	2
6	James A. Garfield	12			K	0	22	2.2954	STANDARD DIP. 26	2
7	Anna Tuthill Symmes Harrison	12			K	0	21	2.3404	STANDARD DIP. 26	1
8	Abigail Adams	12			K	0	19.5	2.3571	STANDARD DIP. 26	1
1	Julia Dent Grant	12			K	0	21	2.5	STANDARD DIP. 26	4
2	Grover Cleveland	12			K	0	21.5	2.5581	STANDARD DIP. 26	
3	Frances Folsom Cleveland	12			K	0	22.5	2.6304	STANDARD DIP. 26	1
4	Mary Todd Lincoln	12			K	0	21	2.6363	STANDARD DIP. 26	3
5	Ulysses S. Grant	12			J	0	20	2.6428	STANDARD DIP. 26	3
6	Theodore Roosevelt	12			K	0	26	2.6666	STANDARD DIP. 26	3
7	Ellen Lewis Herndon Arthur	12			V	0	21.5	2.7441	STANDARD DIP. 26	3
8	Lucy Webb Hayes	12			K	0	20.5	2.7804	STANDARD DIP. 26	2

Sample Data, Slide 3

Counter	Student's Name	GRD	WCODE	WDATE	Excep.	ABS	Credits	GPA	Diploma Type	RDLVL
9	Ronald Reagan	12			K	0	24	2.7916	STANDARD DIP. 26	2
10	Dolley Madison	12			K	0	20.5	2.8536	STANDARD DIP. 26	1
11	Florence Kling Harding	12			K	0	21.5	2.8604	STANDARD DIP. 26	3
12	Edith Bolling Galt Wilson	12			K	0	23	2.8913	STANDARD DIP. 26	4
1	Rosalynn Carter	12	W05	2014015	K	0	22	1.8333	STANDARD DIP. 26	1
2	Lady Bird Johnson	12	W15	2014012	K	0	21.5	2.8837	STANDARD DIP. 26	3
3	Jacqueline Kennedy Onassis	12	W22	2014012	P	0	21.5	2.7906	STANDARD DIP. 26	1
4	James Monroe	11	W23	20131003	J	0	14	0.8809	STANDARD DIP. 26	1
1	Bess Wallace Truman	12	W26		J	0	18.5	2.4883		1
2	Grover Cleveland	12	W26		W	0	19.5	1.875		
3	Andrew Jackson	11	W26		K	0	14.5	1.6285		1
4	Thomas Jefferson	11	W26		J	0	14	1.2222		
5	Millard Fillmore	11	W26	20120910	J	0	8	2.4285		1
1	Louisa Catherine Adams	12	W02	20130819	K	0	19	2.325	STANDARD DIP. 26	3
2	Pat Nixon	12	W04	2014012	K	0	21.5	2.2272	STANDARD DIP. 26	1
3	George Washington	10	W3A	20130923	J	0	7	2.5714	STANDARD DIP. 26	
4	James Madison	11	W3A	20130228	F	0	13	2.2142	STANDARD DIP. 26	1

School-Level Team

- Characteristics of team members:
 - Diverse and broad
 - Range of skills and expertise (leadership, technical expertise, data analysis, etc.)
 - Authority to make decisions
 - Knowledge of diverse students
- Teams should meet regularly

(Early Warning Systems in Education, American Institutes for Research, 2012;
O’Cummings & Therriault, 2011)
- School-level teams formed for EWS purposes are reinforced by legislation Section 1. Subsection 18 of section 1001.42, Florida Statutes (F.S.)
- Specifically, this team shall convene to determine appropriate intervention strategies for the student

Student Engagement

CONNECTION is the 

Golden Rules of Student Engagement

1. Engagement begins with a smile at the door
2. Arrange classroom using a semi-circle or U-shape
3. Begin class with rapport-building
4. Deliver all lessons with enthusiasm
5. Use supporting technology
6. Use facilitated learning
7. Set an attainable goal for the period
8. Remember that change is good

(Fiese, n.d.)



Project 10 Early Warning System Checklist

✓	Implementation Question	If no, why?
	1. Have three years of color-coded cohorts been added? Four years of cohort color code data after 1st semester of incoming freshmen year?	
	2. Is there a team working on each of the years ? Are the Teams meeting monthly? Is the team making sure data entry is correct such as diploma type, grade point average (GPA) and credits; credits are in the required credit areas to graduate; has the student passed all required assessments; or if the student is identified as a student who has received ESE services, was a waiver considered or given? Can the teams be combined with other existing teams?	
	3. Does the team assigned to the cohort consist of an Assistant Principal, Guidance Counselor(s), ESE personnel; a registrar/data entry personnel? Have teachers and school social workers been recruited to serve on the Teams?	
	4. If MTSS, Rtl, and PBS personnel are available, are they serving on EWS teams?	
	5. Have Discretionary Project personnel been invited to serve on your teams?	

Project 10 Early Warning System Checklist

✓	Implementation Question	If no, why?
	6. Have each of the students coded orange and yellow had an individual initial meeting during which their GPA, credits and next steps to graduate on-time with their cohort have been reviewed?	
	7. Has the Graduation Pledge Strategy been implemented? This strategy includes meeting with the students individually to affirm their ability to graduate and photographing the students coded orange and yellow wearing a cap and gown? Has support been offered personally to the students' families? Optional: Consider photographing them as well with the student wearing a cap and gown with them signing the pledge?	
	8. Have mentors been assigned to work with each of the students coded orange and yellow for each of the years ? If Check & Connect is available in your school district, have you collaborated with their mentors? Have peer mentoring programs been considered? Optional: Have businesses been contacted to provide incentives/rewards for graduates?	
	9. Have regular meetings been scheduled weekly with the students coded orange and at minimum every 2 – 4 weeks for students coded yellow until the team feels confident they will graduate?	

Project 10 Early Warning System Checklist

✓	Implementation Question	If no, why?
	10. Has someone been assigned to the students coded light blue (dropouts) to locate and/or retrieve them? Have the students found in another school/school district/DJJ facility or retrieved been recoded?	
	11. Can any of the students that withdrew and left for Adult Education be retrieved? Has the value of completing and earning a Standard Diploma over a GED been explained to them?	
	12. Registrar/Data Entry – Before a dropout code is entered, has every effort been made to prevent the student from dropping out or to locate the student? Are the data entry personnel trained in coding on a regular basis?	
	13. Incoming/Exiting Transfers – Has a person been assigned to add/subtract these students from your color-coded cohort list?	
	14. Are the school district's credit recovery licenses sufficient? Is credit recovery assistance being offered before/after school? Is teacher support provided? Is Home Room used as an opportunity for students to pursue credit recovery and/or tutoring?	

Project 10 Early Warning System Checklist

✓	Implementation Question	If no, why?
	<p>15. Are tutoring programs offered before/after school? Are the students coded orange and yellow attending tutoring? Is summer school provided for each of the students coded orange and yellow for each of the three color-coded cohort years?</p>	
	<p>16. What is the policy on a grade floor? Is there an effective grade forgiveness policy? Have teachers considered dropping the lowest grade? Have restorative practices/strategies been implemented in lieu of suspensions?</p>	
	<p>17. When designing the master schedule are you taking into consideration students with an IEP and students in the lower grade quartile? Are Graduation Coaches and Support Facilitation being used to the fullest extent?</p>	
	<p>18. Students may need social work services, counseling services, mental health services, and social services interventions – Some of the students identified as Orange, Yellow, Light Blue, and others might need these interventions – Who is making sure they are linked to them?</p> <p>Finally, celebrate and reward the successes of students and school personnel when the students walk across that stage!</p>	

Notes from the Real World

Using Support Facilitation: Testimonial from a high school in Florida

“One change we made this year that will have a huge impact on our students was streamlining how we offer support facilitation. This year, our support teachers are assigned to a Math and English classes with students on their caseload. That same teacher then sees the students on their caseload in a learning strategies class where they reinforce the lessons currently taught in the core classes. This way, the teachers see the students on their caseload at least three (3) times per day. The teachers have commented that they really like the setup because it allows them easier access to their students and they are constantly able to monitor their progress.”

Ideas for Teams from Teams

1. P10 EWS: cohort teams for all four cohorts
2. Credits and GPA credits done by teams and reviewed with students
3. Credit recovery and summer school
4. Grade floor and grade forgiveness
5. Use Florida Virtual School
6. Graduation pledge plus cap and gown project
7. Adult & Peer mentoring or Check & Connect model
8. Adult and peer tutoring
9. Business partners
10. Incentives, rewards
11. Staffing patterns (# of personnel & duties)
12. Eliminating silos and creating collaborative work environments
13. Replicating effective policies, procedures and practices from high performers within district, size-a-like, the state and the nation
14. Increase trainings and professional development for personnel
15. Focused training for struggling schools and personnel
16. Utilize Discretionary Projects – Project 10, ISRD, SEDNET, FDLRS, FIN and others

Dropout Retrieval and Coding Errors

- Run withdrawal and dropout reports every nine weeks
- Attempt to locate and retrieve students listed on the quarterly withdrawal dropout report generated
- Make sure you correct all dropout withdrawal coding Errors prior to submitting Survey 5
- Use helpful hints on next slides to locate and/or retrieve any dropouts as well as correct any withdrawal code data entry errors



Withdrawal Dropout Codes and Retrieval Helpful Hints

Code	Definition	Retrieval Helpful Hints
DNE	Any KG-12 student who was expected to attend a school but did not enter as expected for unknown reasons and required documented efforts to locate the student are maintained per s. 1003.26, Florida Statutes.	<p>Ensure that complete contact information is available for the student, including emergency contact information.</p> <p>At the end of the third week of the new school year, attempt to locate the student/family. In some instances this may require multiple phone calls to various numbers or family members and possibly a home visit.</p> <p>Investigate whether a record request was made by another school. If so, change to the school transfer code (W01-W04, W24).</p>
W05	Any student age 16 or older who leaves school voluntarily with no intention of returning and has filed a formal declaration of intent to terminate school enrollment per s. 1003.21, Florida Statutes.	<p>If everything reasonable has been done to convince the student to remain in school, including discussing diploma options and supports, and the student does not want to continue, code the student as W05.</p> <p>A month or two later, make additional phone calls to encourage the student to return. Encourage the student to enroll in adult education and send the student information regarding adult education. If the student enrolls in adult education program, change the code to a W26.</p>

Withdrawal Dropout Codes and Retrieval Helpful Hints

Code	Definition	Retrieval Helpful Hints
W13	Any KG-12 student withdrawn from school due to court action. (This code does not apply to DJJ placement.)	<p>This code is specific to students who have withdrawn due to court action, but are not in a Department of Juvenile Justice (DJJ) facility. If the student has entered a DJJ facility, he or she will be receiving educational services and should be coded as a transfer (W01-W04, W24).</p> <p>If the student is in a local county jail, offer educational services and re-code (use district school code for providing education to inmates in jail) accordingly.</p> <p>If the student has been sentenced to an adult facility, determine if the student is enrolled in an adult education program. If so, verify and re-code as a W26.</p>
W15	Any KG-12 student who is withdrawn from school due to nonattendance after all procedures outlined in sections 1003.26 and 1003.27, Florida Statutes, have been followed.	Every effort should be made to utilize an Early Warning System. When a student has missed more than 10 days of instruction, every effort should be made to locate the student to see if he or she has enrolled in another school, then that student would be considered a transfer. If the student is located at home every effort should be made to convince the student return to school.

Withdrawal Dropout Codes and Retrieval Helpful Hints

W18	Any KG-12 student who withdraws from school due to medical reasons and the student is unable to receive educational services, such as those provided through the hospital/homebound program.	The only time this code should be used is if the student and family refuse hospital homebound services.
W21	Any KG-12 student who is withdrawn from school due to being expelled with no educational services.	Students with disabilities should NOT be expelled from school. They should have a Functional Behavioral Assessment and Intervention Plan in place and an alternative placement explored.
W22	Any KG-12 student whose whereabouts is unknown and required documented efforts to locate the student are maintained per s. 1003.26, Florida Statutes.	The only time this code should truly be used if you have exhausted every effort to locate this student and are unable to locate him or her. The student may have transferred to another school, school district, school out-of-state, and/or charter/private school and would then be considered a transfer.
W23	Any KG-12 student who withdraws from school for any reason other than W01 - W22 or W24 - W27.	The only time this code should be used is if the student does not fall into any of the other category codes listed above.

What's Next

Preview of Early Warning System for Middle Schools

1) Review promotion data from last school year

Action:

Working toward Promotion and, Ultimately, Graduation

2) Run school-level reports

Action:



3) Sort student data and color-code

Action:

4) School-level teams and interventions

Action:

Over-Age for Grade and Attendance

As a Team:

- Closely examine the student's attendance and begin having a conversation with student and their parent/guardian.
- Chronic absenteeism is having missed 9 days or more of school in a 9 week marking period.
- Ask: Why is the student not attending and what can we do to increase school attendance? Seek out court involvement? Incentives?
- Ask: How do we promote these students into high school as quickly as possible while making sure that they are high school-ready?
- Recognize that students that turn 15 or 16 years of age while still in middle school have a greater chance of dropping out of school.
- Begin a conversation with the student and their parent/guardian to determine why they are still in middle school (start school later or retained) and to develop an action plan.

Behavior - Discipline Referral

As a Team:

- Examine the number and types of discipline referrals the student has received such as ISS, OSS, detention and the reasons.
- Ask: Are the behaviors occurring in a particular class? Consider whether the coursework is too challenging or boring as well as the instructor-student relationship (student engagement).
- Have a conversation with the student's parent/guardian discussing how we can best intervene to reduce these negative behaviors.
- Explore counseling and/or therapy for the student.
- Explore providing additional professional development in the areas of UDL and Student Engagement for instructors. Should we increase Positive Behavior Supports?

Code	System	Find Systems by Middle School	Find SID and Offense Sort by Age...	Find SID Sort by Age...	Sorted by	BA/Reading FCAT or 2.0	Math FCAT or 2.0																
Sch #	School Name	VID	DATE	OTHER_ID	LAST NAME	FIRST NAME	ESE	AGE	Absence Days	Academic Grade	Offense	Offense Sort by Offense Date	Subject	Year	Strand	Dev	Level	Year	Strand	Dev	Level		
1			08		143																		
2			W		08	143	2016	6:00	0:00														
3			08		13	2016	0:00	1:00															
4			08		13	2016	0:00	1:00															
5			08		13	2016	2:00	2:00															
6			08		13	2016	4:00	1:00															
7			08		13	2016	1:00	3:00															
8			08		15	2016	1:00	0:00															
9			08		13	2016	12:00	2:00															
10			08		13	2016	12:00	4:00															
11			W		08	143	2016	6:00	0:00														
12			08		14	2016	3:00	0:00															
13			08		14	2016	6:00	0:00															
14			K		08	143	2016	7:00	3:00														
15			08		13	2016	7:00	3:00															
16			08		14	2016	7:00	0:00															
17			08		14	2016	9:00	9:00															
18			08		13	2016	9:00	7:00															
19			08		13	2016	1:00	0:00															
20			08		14	2016	2:00	0:00															
21			08		13	2016	1:00	0:00															
22			08		14	2016	4:00	4:00															
23			L		08	143	2016	4:00	0:00														
24			08		14	2016	1:00	0:00															

Course Performance

As a Team:

- Examine the data regarding students who have a grade of “F” or who may be in danger of failing with a “D” in ELA and Math; secondarily explore grades in Science and Social Studies.
- Explore tutoring, mentors, credit recovery and other viable supports.
- Increase professional development for instructors regarding UDL and student engagement techniques.
- Examine how students are performing on state assessments and required EOC exams.
- Institute learning Boot Camps for students that need more help with proficiency and passing courses/course exams.

Code	Coding System	Find Students by Middle School	Find SID and Gifted Sort by App...	Find SID Sort by App...	Sorted by	ELA Reading FCAT w/ 2.0	Math FCAT w/ 2.0																		
Sid #	School Name	WD	DATE	OTHER_ID	LASTNAME	FIRSTNAME	ESE	CODE	CR	AGE	Absence	Days	Academic Credits	Offense	Offense Date	Offense Reason	Subject	Year	Strand	Dev	Level	Year	Strand	Dev	Level
3	0							08	18.4	2016	10.00	6.00	F	F	C	04/23/2014 TARDINESS	2015 Reading	44	2	2015 Math	53				
4	0				J. J.	08	18.5	2016	16.00	7.00	D	F	F	F	10/27/2015 INAPPROPRIATE BEHAVIOR	2015 Reading	31	1	2015 Math	44					
5	0				G. G.	08	18.8	2016	10.00	6.00	D	F	F	F	08/26/2015 POSITIVE BEHAVIOR	2014 Reading	216	2	2015 Math	45					
6	0				G. P.	08	18.5	2016	8.00	6.00	F	D	D	C	09/20/2015 ALTERCATION/PHYSICAL	2015 Reading	80	15	2014 Math	249					
7	0				F. L.	08	18.4	2016	12.00	9.00	F	D	F	F	02/14/2014 POSITIVE BEHAVIOR	2015 Reading	44	2	2015 Math	53					
8	0				08	18.8	2016	3.00	3.00	C	D	D	C		2015 Reading	40	1	2015 Math	49						
9	0				08	18.4	2016	3.00	3.00	C	D	D	C	05/13/2015 POSITIVE BEHAVIOR	2015 Reading	30	2	2015 Math	49						
10	0				L. L.	08	18.6	2016	0.00	0.00	C	D	D	C	10/14/2015 POSITIVE BEHAVIOR	2015 Reading	30	2	2015 Math	54					
11	0				08	18.2	2016	4.00	4.00	C	D	D	C	02/28/2015 POSITIVE BEHAVIOR	2015 Reading	43	1	2015 Math	49						
12	0				08	18.9	2016	13.00	7.00	C	D	D	C	04/24/2015 TARDINESS	2015 Reading	45	1	2015 Math	47						
13	0				08	18.6	2016	1.00	0.00	C	D	D	C	11/04/2014 TRUANCY CLASS	2015 Reading	81	14	2015 Math	57						
14	0				W. W.	08	18.6	2016	5.00	3.00	A	D	D	F	02/28/2015 POSITIVE BEHAVIOR	2015 Reading	129	10	2015 Math	165					
15	0				08	18.8	2016	1.00	4.00	C	D	D	C	10/14/2015 TARDINESS	2015 Reading	84	13	2015 Math	53						
16	0				08	18.9	2016	3.00	6.00	A	D	D	C	10/24/2015 TARDINESS	2015 Reading	49	2	2015 Math	49						
17	0				08	18.7	2016	0.00	3.00	C	D	D	C	04/23/2015 POSITIVE BEHAVIOR	2015 Reading	86	10	2015 Math	52						
18	0				L.	08	18.6	2016	0.00	0.00	C	D	D	C	10/13/2015 POSITIVE BEHAVIOR	2015 Reading	82	10	2015 Math	56					
19	0				08	18.4	2016	0.00	1.00	C	D	D	C	10/13/2015 POSITIVE BEHAVIOR	2015 Reading	36	2	2015 Math	37						
20	0				08	18.6	2016	4.00	2.00	C	D	D	C	10/23/2015 TARDINESS	2015 Reading	43	1	2015 Math	45						
21	0				08	18.2	2016	0.00	1.00	C	D	D	C	05/28/2015 POSITIVE BEHAVIOR	2015 Reading	43	1	2015 Math	54						
22	0				08	18.2	2016	3.00	4.00	C	D	D	C	03/10/2015 POSITIVE BEHAVIOR	2015 Reading	41	1	2015 Math	37						
23	0				08	18.5	2016	2.00	0.00	A	D	D	C	10/14/2014 INAPPROPRIATE GESTURE	2015 Reading	82	2	2015 Math	38						
24	0				J. J.	08	18.4	2016	2.00	1.00	C	D	D	C	10/16/2015 INAPPROPRIATE USE OF	2015 Reading	33	1	2015 Math	34					
25	0				08	18.0	2016	2.00	0.00	C	D	D	C	06/04/2015 POSITIVE BEHAVIOR	2015 Reading	23	1	2015 Math	47						
26	0				08	18.0	2016	1.00	0.00	A	D	D	C	10/14/2015 INAPPROPRIATE USE OF	2015 Reading	41	1	2015 Math	49						

Using Data to Increase Graduation Success (EWS) Online Course



USING DATA TO INCREASE
GRADUATION SUCCESS



Introduction and Objectives

MENU ≡



Now available at
<http://pdportal.florida-ese.org/>

Coming Soon!

Project 10 is developing new resources related to dropout prevention. These new products include the following:

- Engaging Students and Preventing Dropout
- EWS for Middle Grades (Training)



EWS Resources

- **Early Warning Systems in Education**

<http://www.earlywarningsystems.org/>

American Institutes for Research (AIR) offers a complete set of services including the design and implementation of early warning systems to help states, districts and schools identify students who are at-risk of missing key educational milestones and create the conditions for students to succeed. This website provides information on implementation of EWS including downloadable tools specific to middle and high schools. Using readily available student data, this Microsoft Excel-based program identifies early warning signs of students who may be at risk of dropping out of high school. In addition to the tool, implementation and technical manuals as well as other resources are provided

- **Early Warning System (EWS) High School Tool**

<http://www.earlywarningsystems.org/resources/early-warning-system-high-school-tool/>

- **Early Warning System (EWS) Middle Grades Tool**

<http://www.earlywarningsystems.org/resources/early-warning-system-middle-grades-tool>

- **Early Warning Systems: Designing Effective Interventions to Improve College and Career Readiness**

http://www.air.org/sites/default/files/downloads/report/Interventions_to_Improve_College_and_Career_Readiness_0.pdf

This brochure highlights American Institutes for Research (AIR) efforts of using EWS data as actionable steps in three stages: research, design and implementation and ongoing support.

EWS Resources

- **On Track for Success: The Use of Early Warning Indicator and Intervention Systems to Build a Grad Nation**
http://diplomasnow.org/wp-content/uploads/2013/06/on_track_for_success.pdf
This three part manual details the purpose, design, and potential of EWS as well as lessons from the field and next steps.
- **A Planned Approach to Increase Graduation Rates: The Integration of a Dropout Early Warning System Into a Program Planning Process (2009)**
http://dropoutprevention.org/wp-content/uploads/2015/07/plannedApproach_20090113.pdf
This two page report from the National Dropout Prevention Center/Network breaks the EWS into a multi-phased systemic approach, with tasks broken into four phases of implementation.

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