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Using School-level Data to Increase Graduation Success of Students with Disabilities

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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
- Utilize data to inform policy, procedure and staffing patterns

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Legislation

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

- Section 1003.438, Florida Statues (F.S.), Special high school graduation requirements for certain exceptional students, were repealed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, was amended
- S. 1003.5716, F.S., Transition to postsecondary education and career opportunities, was 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.

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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/7567/urlt/CTEsubstitutions.pdf

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Early Warning Systems (EWS)

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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

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EWS Defined

According to the National High School Center at the American Institutes of Research, "…Early Warning Systems (EWS) use readily available school data to identify students who are at risk of dropping out, allowing educators to intervene early" (n.d., p. 1).

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Uses of EWS

- EWS enable teams to use available school data to **identify** students who are at risk of not graduating from or dropping out of school to get them back on track for graduation
  - Academic and engagement data (absenteeism, course failure, GPA, credits, discipline referrals)
- EWS use school level data as a **preventative** measure to support students who are at risk for dropping out
- By state and district levels to **examine school-level trends** to identify and address **systemic issues**

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National High School Center EWS Indicators

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

(National High School Center at the American Institutes for Research, 2012; Therriault, O'Cummings, Heppen, Yerhot, & Scala, 2013, p. 2)

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EWS Research

- One in four public school students in the United States fails to graduate from high school
- EWS enables educators to identify and support students to guide them on track for a timely graduation and prepared for college and career
- The decision to dropout is not sudden, but a slow process of disengagement over time
  - Disengaged behaviors are the most predictive of dropout (more than race, native language, income level)

(Bruce, Bridgeland, Fox, & Balfanz, 2011)

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College and Career Readiness

- Begins long before graduation
- Essential for students to graduate and be prepared for post-school success
- "Predictors of Postsecondary Success" (2013) from the College and Career Readiness and Success Center at the American Institutes for Research

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Table 3. Middle Grades Correlates of Secondary Success and Postsecondary Readiness

Middle Grades		
Indicator	Predictor	Other Potential Factor
▪ < 20 percent absenteeism in the middle grades[a] ▪ Remaining at the same school through the middle grades[b] ▪ Receiving no unsatisfactory behavior grades in sixth grade[c] ▪ Passing all ELA and mathematics courses and meeting benchmarks on state exams[d] ▪ Passing Algebra I in the eighth grade[e] ▪ NAEP mathematics score of > 292 in eighth grade[f] ▪ Meeting the following benchmarks on college preparatory exams: ACT EXPLORE test scores of English 13, mathematics 17, science 20 and reading 15[g]; SAT-9 score > 50th percentile[h]	▪ Taking rigorous coursework in the middle grades[i] ▪ High scores on the Grit-S and Grit-O scales[j]	▪ Social-emotional and decision-making skills[k]

[a]Balfanz, 2009; Balfanz, Herzog, & Mac Iver, 2007; Rumberger, 1995; Rumberger & Larson, 1998; [b]Mac Iver, Durham, Plank, Farley-Ripple, & Balfanz, 2008; [c]Balfanz et al., 2007; [d]Balfanz et al., 2007; Cumpton, Schexnayder, & King, (2012); [e]Kurlaender, Reardon, & Jackson, 2008; Wimberly & Noeth, 2005; [f]Lee, 2013; [g]ACT, 2008; [h]Silver & Saunders, 2008; [i]Atanda, 1999; Wimberly & Noeth, 2005; [j]Duckworth & Quinn, 2009; [k]Fleming et al., 2005

(College and Career Readiness and Success Center at the American Institutes for Research, 2013, p. 6)

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High School Correlates of Secondary and Postsecondary Success: Indicators

- <10% absences
- No more than one failure of ninth-grade subjects
- Mathematics sequence:
  - Algebra II (ninth grade), geometry (10th grade), Algebra III and trigonometry or higher (11th grade), precalculus or calculus (12th grade)

- 3.0+ High School GPA
- AP Exam: 3 or higher; IB Exam: 4 or higher
- Dual enrollment participation
- Passing state exams
- FAFSA completion

(College and Career Readiness and Success Center at the American Institutes for Research, 2013, p. 9)

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High School Correlates of Secondary and Postsecondary Success: Indicators

- Meeting the benchmarks on national assessments and college preparatory exams
- Participation in summer bridge programs, school year transition programs, senior year transition courses and early assessment and intervention programs
- College Knowledge target outreach programs
  - Multiyear college-readiness programs
  - Embedded college counseling
  - College-readiness lessons

(College and Career Readiness and Success Center at the American Institutes for Research, 2013, p. 9)

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High School Correlates of Secondary and Postsecondary Success

Predictor	Other Potential Factor
- Few school transfers between grades - Early Assessment Program (EAP) and Preliminary Scholastic Aptitude Test (PSAT) completion	- Participation in SEL intervention - Meeting with academic advisor - ACT Work Keys, NWRC based on Equipped for the Future standards, and the CASAS Workforce - Skills Certification System

(College and Career Readiness and Success Center at the American Institutes for Research, 2013, p. 9)

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Equity and Access

Students have told us they need:
- More rigor
- Higher expectations
- To feel supported in general education
- More opportunity for inclusion
- A standard diploma
- To be ready for high school and beyond
- To be made aware of Florida Standards Assessment (FSA) and/or end-of-course (EOC) assessment waiver(s)

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Federal Uniform Graduation Rate Calculation

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Federal Uniform Graduation Rate

As defined in 34 C.F.R. §200.19(b)(1)(i)-(iv), "the four-year adjusted cohort graduation rate (hereafter referred to as 'the four-year graduation rate') is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently 'adjusted' by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period."

(Florida Department of Education, Education Information and Accountability Services, 2013, p. 30)

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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)

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Florida Graduation Data

Legend: Federal Uniform-All Students · Federal Uniform-SWD · Standard Diploma
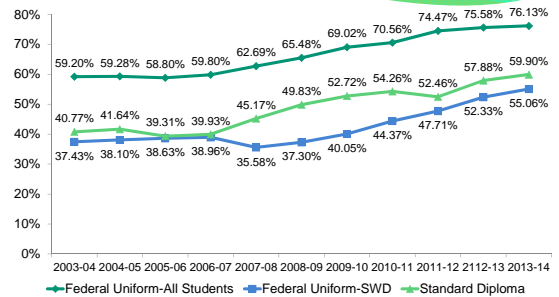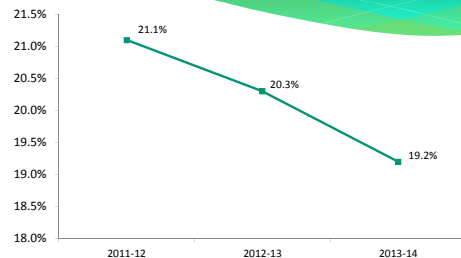
Federal Dropout Rate - SWD

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)

Federal Dropout Rate - SWD

Florida Dropout Rate 2004-05 through 2013-14
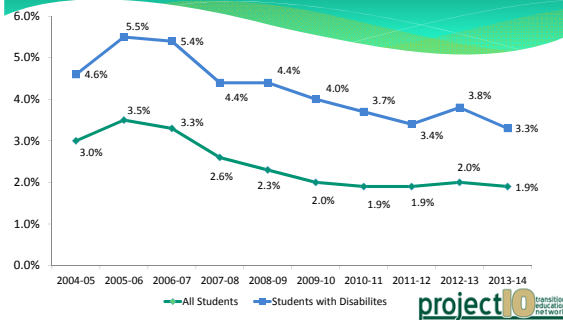
Legend: All Students · Students with Disabilites

Trainings Available

- **Dropout Prevention for Students with Disabilities, Part 1: Florida's Current Status**
  This training presents information on Florida dropout, graduation and student exit survey data; discusses dropout risk factors, prevention strategies, and state and national promising practices.

- **Dropout Prevention for Students with Disabilities, Part 2: Strategies for Improvement**
  This training presents information on graduation success and dropout prevention tools, including Check and Connect and Florida's other effective practices.

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Analyze Data

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Federal Uniform Graduation Rate Data Review

Review data collection and input procedures related to graduation rate
- Review and analyze trend and disaggregated data to identify problem areas in graduation rate, including:
  - District
  - District region/feeder pattern
  - School
  - Race
  - Disability
- Review Compliance Self-Assessment data for State Performance Plan (SPP) Indicator 1

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Steps for Analyzing District and School Data

Step 1 • Review graduation data from last year

Step 2 • Run school-level reports

Step 3 • Sort and color-code student data (five substeps)

Step 4 • Give student data to school-level team to implement interventions

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Steps for Analyzing District and School Data

1. Review graduation data from last school year
2. Run school-level reports
   - Highlight which areas needed in data report
   - Request to MIS department and/or pull report in MIS
3. Within school-level report, sort student data
   - Five substeps
     - 3A. Delete extraneous information
     - 3B. Sort according to variables
     - 3C. color-code according to risk
     - 3D. Project potential increases in graduation rate
     - 3E. Identify students for interventions
4. Give sorted student data to school team
   - Assemble team to review/complete guiding questions
   - Team links interventions to students

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Timeline

- Send request to management information system (MIS)/pull report one day after the 10 day count
  - August/September
- Define the cohort
- Keep track of transfers (in and out) and dropout
  - At least quarterly
- Review/update report periodically
  - Quarterly/each report card

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1. Review graduation data from last school year

2) Run school-level reports

3) Sort student data and color-code

4) Give student data to school-level team to implement interventions

Graduation Success

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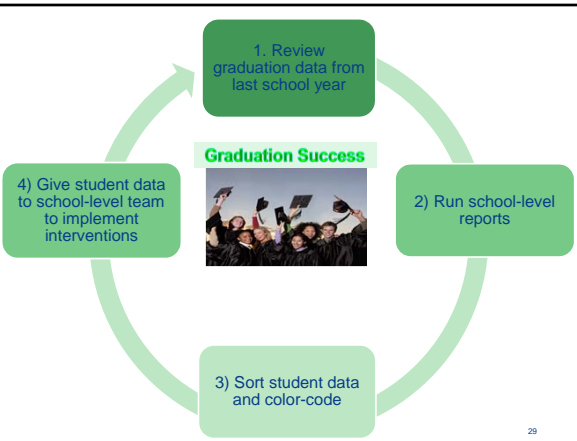
Review Graduation Data from Last School Year

- Florida Department of Education (FDOE) website (www.fldoe.org)
  - Search "Graduation Rate"
  - Select "PK-12 Public School Data Publications and Reports", then "Students"
    - (http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml)
  - Under Graduation Rates, select High School Graduation Rates (EDStats tool) https://edstats.fldoe.org/SASPortal/main.do

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Review Graduation Data from Last School Year

- EDStats Tool
  - Select "PK-12 Public Schools", then "High School Graduation Rates"
    - District Level tab
      - Select district in top left corner
  - Under the "Section Data" box, select "Options", then "Select Data"
    - Make sure pop up blocker is enabled
    - Dialogue box will open, click on "Dimensions" folder to open list
    - Select "School" then click arrow to added to "Selected data items" list, press "OK"
    - Data table will display
    - To save, right click on table and select "Export Table", then Export to Excel

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Review Graduation Data from Last School Year

- With the Excel file downloaded from the EDStats Tool
  - Remove all other districts and schools
  - Remove columns except first 6 (Total Graduates, Total Cohort, Total Federal Graduation Rate, ESE Graduates ESE, Cohort ESE Graduation Rate)
  - Sort by ESE Graduation Rate (smallest to largest)
  - Identify top performing schools
  - Compare schools with state and district performance from last year
  - Compare with targets

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Example

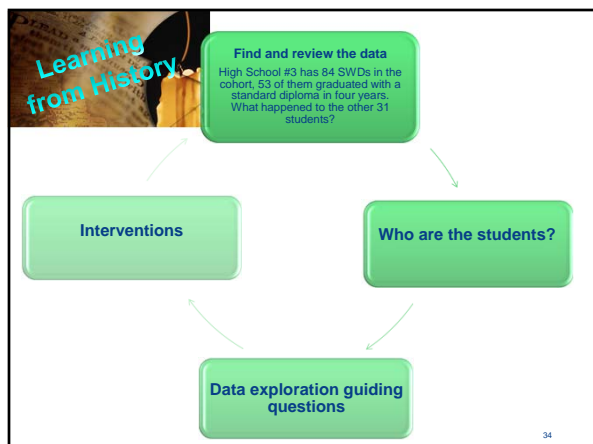Students who graduated with standard diploma

Sort high to low

School Number	School Name	Total Graduates	Total Cohort	Total Federal Graduation Rate	ESE Graduates	ESE Cohort	ESE Graduation Rate
0001	High School 1	106	120	88.33	10	10	100.00
0002	High School 2	178	191	93.19	15	18	83.33
0003	High School 3	610	770	79.22	53	84	63.10
0004	High School 4	376	509	73.87	47	77	61.04
9999	DISTRICT TOTALS	2,549	3,347	76.16	226	428	52.80
9999	STATE TOTALS	149,430	197,709	75.58	12,698	24,267	52.33
0005	High School 5	433	574	75.44	47	91	51.65
0006	High School 6	472	634	74.45	33	73	45.21
0007	High School 7	170	273	62.27	17	43	39.53
0008	High School 8	1	18	5.56	0	16	0.00
0009	High School 9	*	*	*	*	*	*
0010	High School 10	*	*	*	*	*	*
0011	High School 11	197	198	99.49	*	*	BEESS SWD Baseline in 2012-13 was 52.3%.
V	Virtual School	6	29	20.69	*	*	The 2013-14 target was 54.3% or greater.
0012	High School 12	*	*	*	*	*	

In High School 2, out of 18 students receiving ESE services, 15 graduated with a standard diploma, resulting in an ESE graduation rate of 83.33%. What happened to the other three students?

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Learning from History

Find and review the data
High School #3 has 84 SWDs in the cohort, 53 of them graduated with a standard diploma in four years. What happened to the other 31 students?

Interventions

Who are the students?

Data exploration guiding questions

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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
- FCAT/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

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Slide 1

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 9th through 12th 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 credit 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		

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Slide 2

Organizing School-Level Data

Five substeps

3A • Delete extraneous information

3B • Sort according to variables

3C • Color-code according to risk

3D • Project potential increases in graduation rate

3E • Identify students for interventions

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Slide 3

This is an example of a school district report from TERMS before sorting, color-coding and extraneous columns have been deleted.

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Slide 4

Attendance and Discipline Data

- Obtaining the number of absences and discipline referrals including history of suspensions and expulsions is a vital part of any EWS, including the graduation success color-coding process.
- Some MIS systems may give you the needed information for all the variables, but in other systems you may have to go to another screen/source to obtain the information.

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Slide 5

Delete Extra Information

- Each MIS system report varies, but in general there are variables that may be removed from report
- Removing extraneous information is helpful, because it will give more room to add columns and other data later in the process
- Review variables requested from MIS in earlier slide

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Slide 6

In order to make room and to better manage the data, delete extraneous variables and reduce size of some of the columns.

This is an example of a school district report from TERMS before sorting and color-coding. The extraneous columns indicated by red arrows will be deleted.

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Step 3A

This is an example cohort spreadsheet with extraneous information removed, which will provide more room to add columns for guiding questions and interventions.

Step 3A

This example shows guiding questions, interventions and/or strategies added to the right.

Step 3A

As shown, the guiding questions, interventions, strategies and note sections have been added.

Step 3B

Sort Data According to Variables

1. Sort by diploma type
2. Color-code all students who are coded with a dropout code (light blue), pursuing a special diploma (blue), and students who have transferred (gray)
   - Separate all three categories of these students (sort, send to bottom)
3. Sort by grade level – lowest to highest first (since these students should actually be 12th graders)
4. Sort by credits – lowest to highest first (since students in 12th grade should have earned at least 18 credits at this point)
5. Sort by GPA – lowest to highest first (since students need a GPA of 2.0 or greater to graduate)

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Step 3B

Highlight all the data to be sorted (entire list). Go to "data" tab, then "sort."
The first sort will be by diploma type which will group diploma types together, in order to easily find and color-code students receiving special diploma.

Step 3B

Next, select all students pursuing a special diploma and select the fill color dark blue.

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Step 3B

Highlight all of the data to be sorted.
Go to "data" tab, then "sort."
Delete any levels in the sorting process.
Add level, sort by cell color.
Cells with no color are on top, placing special diploma students on the bottom of the list.

Step 3B

Highlight all the data to be sorted.
Go to the "data" tab, then "sort."
Sort by withdrawal codes (WCODE).
This will place all the withdrawal codes together, to enable color-coding.
Some students will be coded as dropouts, transfers and/or early graduates.

Step 3B

Early Graduates

Dropouts

Special Diploma

Transfers

Step 3B

Highlight all the data to be sorted.
Go to "data" tab, then "sort."
Delete all previous level sorts.
Sort by grade level,
add a level – then by GPA,
add a level – then by credits.
In the "order" section, select smallest to largest.

Step 3C

Color-code According to Risk

- Take sorted data and color-code according to legend on the next slide
- These color-codes will enable quick reference and visual of categories of students

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Step 3C

Student Risk Color-Coding 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 (W05, W11, W13, W15, W18, W21, W22, W23) or left and enrolled in Adult Education/GED (W26).

Special Diploma (Blue): Students in this category will count in the denominator (but not in the numerator) of the Federal Uniform Graduation Rate calculation formula.

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.

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Step 3C (slide 1)

Color-code based on these criteria:
1) Grade level – some students may be below grade level
2) GPA – sorted from lowest to highest
3) Credits – sorted from least to greatest

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.

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Dropout (Light Blue): These are students who dropped out (W05, W11, W13, W15, W18, W21, W22, W23) or left and enrolled in Adult Education/GED [W26]).

Special Diploma (Blue): Students in this category will count in the denominator (but not in the numerator) of the Federal Uniform Graduation Rate Calculation formula.

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.

Step 3C (slide 4)

Insert a counter column to identify total number of students in each color or risk category (e.g., 10 students in orange, 7 students in yellow).

Step 3D — Project Potential Increases in Graduation Rate

- For each school, total the number of students in each category
- To project the Federal Graduation Rate for students with disabilities:
  - Take total number of students with disabilities in specific cohort minus the total number of students who have transferred out (Gray) to get total number for denominator
  - Take each color category and divide by denominator then multiply by 100 to obtain percentage graduating in that category

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Step 3D — Projection Sheet

- Create a separate tab in the Excel spreadsheet to project graduation rate based on the color-code criteria
- Insert new blank tab in Excel, and rename tab "color-coded projections"
- Copy color-code list of students and paste into new tab
- Copy and paste in the projection sheet

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Step 3D — Projection Sheet Template

Projected Federal Graduation Rate for SWDs	# of students	
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)		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 (W05, W11, W13, W15, W18, W21, W22, W23 or left and enrolled in Adult Education/GED [W26]).		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?
Special Diploma (Blue): Students in this category will count in the denominator (but not in the numerator) of the Federal Uniform Graduation Rate Calculation formula.		Do any of these students have any standard diploma credits? Would any of these students be able to achieve a standard diploma with the right support, accommodations, interventions, etc.?
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.

Step 3D — Projection Sheet Sample

Projected Federal Graduation Rate for SWDs	# of students	
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 = ___ 26.7%
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 that 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 (W05, W11, W13, W15, W18, W21, W22, W23 or left and enrolled in Adult Education/GED [W26]).	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?
Special Diploma (Blue): Students in this category will count in the denominator (but not in the numerator) of the Federal Uniform Graduation Rate Calculation formula.	5	Do any of these students have any standard diploma credits? Would any of these students be able to achieve a standard diploma with the right support, accommodations, interventions, etc.?
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.

Step 3D — 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	
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	1
6	William McKinley	12			K	0	19	2.1666	STANDARD DIP. 26	2

Step 3D — 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	2.25	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	2.55	STANDARD DIP. 26	4
2	Grover Cleveland	12			K	0	21.5	2.5581	STANDARD DIP. 26	1
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

Step 3D — 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	3
4	James Monroe	11	W26	20131003		0	14	0.8809	STANDARD DIP. 26	1
1	Bess Wallace Truman	12			J	0	18.5	2.4883	SPECIAL DIPLOMA	1
2	Grover Cleveland	12			W	0	19.5	1.875	SPECIAL DIPLOMA I	
3	Andrew Jackson	11			K	0	14.5	1.6285	SPECIAL DIPLOMA I	
4	Thomas Jefferson	11			J	0	14	1.2222	SPECIAL DIPLOMA I	
5	Millard Fillmore	11	W3A	20120910	J	0	8	2.4285	SPECIAL DIPLOMA I	
1	Louisa Catherine Adams	12	W02	20130819	K	0	19	2.325	STANDARD DIP. 26	3
2	Pat Nixon	12	W04	2014012	J	0	21.5	2.2272	STANDARD DIP. 26	3
3	George Washington	10	W3A	20130923		0	7	2.5714	STANDARD DIP. 26	
4	James Madison	11	W3A	20130228	F	0	13	2.2142	STANDARD DIP. 26	1

Step 3E — Identify Students for Interventions

- Go through data to identify students at-risk for not graduating (yellow and orange)
  - There may also be students in the light green category that need additional support to graduate on time
- Compile data and provide list of students at-risk for not graduating on time to school-level team

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School Teams Work with Students Identified

- Assemble school-level team to review guiding questions for students identified in previous steps
- Team will recommend interventions to help students graduate on time
- The team will coordinate or implement the interventions
- Team members will consistently monitor student progress

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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

  (National High School Center at the American Institutes for Research, 2012;
  O'Cummings & Therriault, 2011)

- School-level teams formed for EWS purposes are reinforced by new legislation Section 1. Subsection 18 of section 1001.42, Florida Statues (F.S.),
  - Specifically, this team shall convene to determine appropriate intervention strategies for the student

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Guiding Questions

- Attendance
  - Has the student been absent more than 10% of semester or is attendance below 90%?
- Course performance
  - Has the student's diploma type been confirmed?
  - Does student have required credits in the appropriate subject/course areas to graduate with a standard diploma? 18 or 24?
  - Does the student have an FCAT and/or EOC waiver in place?
  - Is the student currently passing the classes he/she is taking?
- Behavior
  - Does the student have referrals and/or suspensions?

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Guiding Questions

Confirm Diploma Type	Credits	Testing & Waivers	Other Interventions
• See FDOE Graduation Requirements website (http://www.fldoe.org/academics/graduation-requirements/) • Can you flip special diploma to standard diploma on ACCESS points? (requires IEP meeting) • Update grade placement, credits, and GPA if any information has changed? • Can you retrieve any of the dropouts and graduate them? • Can you locate them at another school (this will decrease the cohort size)?	• Make sure credits are in the required areas to graduate? Note, any missing credits. • Is passing all current courses? • Enrolled in online credit recovery • Explore making up missing credits after/before or summer school? • Hs grade forgiveness been explored?	• For gen. ed./SWD – have tutors or prep classes/boot camp to pass FCAT/EOCs? • For SWD - Has FCAT/EOC Waiver in Place if they are unable to pass? • For SWD - Make sure GPA for EOC has been recalculated if waived because it impacts overall GPA?	• Has the student been assigned a tutor or in a remedial class? • Has the student been assigned a mentor (peer or adult)? • Is Check & Connect being implemented in the district? If so, use Check & Connect mentors? • Did the student sign the Graduation Pledge? • Did the parent/guardian sign the Graduation Pledge? • Was photo taken of the student wearing cap & gown (part of Pledge to inspire)? • Was photo taken of the student wearing cap & gown with family (part of Pledge to inspire)?

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Interventions

- On-line credit recovery
- Virtual school
- Summer school
- Grade forgiveness
- Adult/peer mentor to monitor daily/weekly
- Tutoring
- Graduation Pledge
- Conduct credit and grade check during annual IEP meetings
- Seek parent/family commitment to support efforts for an on time graduation

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Educational and Guidance Interventions

- Examine success rates of core academic courses and explore the teacher success rate
- Provide Graduation Checklist to all students
- Review National Collegiate Athletic Association (NCAA) Checklist/Clearinghouse for athletes
- Algebra/Geometry Boot Camp
- Build bridges between middle and high school to facilitate articulation
- Streamline process for support facilitation

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Step 4
Student-Focused Strategies

- Graduation Pledge + photo in cap and gown
  - With parents, guardians, family
- Reward System
- Engaging the community for mentors, especially from culturally diverse backgrounds
- Graduation class pep rallies
- Self-monitoring tools
- Flexible scheduling
- Online Credit Recovery
- Having an adult involved who cares

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Step 4
Policy and Systems Change

- Re-evaluate grading policies
- Implement restorative practices
- Secure funding to re-institute summer school and other options for flexibility in credit recovery
- Create peer tutoring opportunities
- Master schedule changes

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Step 4
Tips for Maximizing Impact

- Create teams based on colors
  - Meet with students in orange and yellow categories daily or weekly
- Suggested team members
- Collaborate with essential school personnel
- Color code cohorts early
  - Begin as soon as end of first semester in 9th grade
- Merge EWS with existing systems
  - Check & Connect

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Features/Potential Outcomes

Color coding can result in
- Increased overall federal uniform graduation rate
  - All Students
  - Students with disabilities (also contained in "all" group)
- Decreased the federal dropout rate
- Reduced the disparity/gap between culturally diverse student populations
  - Reinforcing equity and access

Coming Soon

Using Color Coding to Improve Postschool Outcomes (Indicator 14)

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Guided Practice

Practice Analyzing Sorted Data

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Refer to spreadsheet to complete projection sheet

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 Quincy Adams	11			K	5	14.5	1.8333	STANDARD DIP. 26	1
3	Zachary Taylor	11			K	4	17.5	2.2727	STANDARD DIP. 26	1
4	Eliza McCardle Johnson	12			K	6	19.5	1.7666	STANDARD DIP. 26	2
5	Woodrow Wilson	12			K	5	18	1.892	STANDARD DIP. 26	1
6	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	William McKinley	12			K	0	19	2.1666	STANDARD DIP. 26	2
1	Lou Henry Hoover	12			V	0	21.5	2.25	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	Abigail Adams	12			K	0	19.5	2.3571	STANDARD DIP. 26	1

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Refer to spreadsheet to complete projection sheet

Counter	Student's Name	GRD	WCODE	WDATE	Excep.	ABS	Credits	GPA	Diploma Type	RDLVL
1	Julia Dent Grant	12			K	0	21	3.55	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	Ronald Reagan	12			K	0	24	2.7916	STANDARD DIP. 26	2
8	Florence Kling Harding	12			K	0	21.5	2.8604	STANDARD DIP. 26	3
9	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	W26	20131003	J	0	14	0.8809	STANDARD DIP. 26	1
1	Bess Wallace Truman	12				0	18.5	2.4883	SPECIAL DIPLOMA	5
2	Grover Cleveland	12			W	0	19.5	1.875	SPECIAL DIPLOMA I	
3	Andrew Jackson	11			K	0	14.5	1.6285	SPECIAL DIPLOMA I	1
1	Louisa Catherine Adams	12	W02	20130819	K	0	19	2.325	STANDARD DIP. 26	3
2	James Madison	11	W3A	20130228	F	0	13	2.2142	STANDARD DIP. 26	1

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Projection Sheet Template

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)		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) + of 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 (W05, W11, W13, W15, W18, W21, W22, W23 or left and enrolled in Adult Education/GED [W26]).		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?
Special Diploma (Blue): Students in this category will count in the denominator (but not in the numerator) of the Federal Uniform Graduation Rate Calculation formula.		Do any of these students have any standard diploma credits? Would any of these students be able to achieve a standard diploma with the right support, accommodations, interventions, etc.?
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.

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Projection Sheet

Code	# of students	Projected Federal Graduation Rate for SWDs
Total Students – Transfer-Outs (Gray) = 2014-15 (Cohort Began in 2011-12)	35 -2 = 33	2014-15 Cohort (entered 9th Grade in 2011-12): 33 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)	9	If the 9 students are completely on track to graduate (dark green), then your graduation rate is # in category(9)/ total # of cohort (33) = 27.3%
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.	7	If the 9 students that are completely on track to graduate (dark green) + the 7 students are on-track to graduate (light green), then your graduation rate is total of light and dark green (16) / total # in cohort (33) = 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.	4	If the 9 students that are completely on track to graduate (dark green) + the 7 students on-track to graduate (light green) + the 4 students that are border-line at-risk to graduate (yellow), then your graduation rate is total of yellow, light and dark green (20) / total # in cohort (33) = 60.6%
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.	6	If the 9 students that are completely on track to graduate (dark green) + the 7 students on-track to graduate (light green) + the 4 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 (22) / total # in cohort (33) = 66.7%
Dropout (Light Blue): These are students who dropped out (W05, W11, W13, W15, W18, W21, W22, W23 or left and enrolled in Adult Education/GED [W26]).	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?
Special Diploma (Blue): Students in this category will count in the denominator (but not in the numerator) of the Federal Uniform Graduation Rate Calculation formula.	3	Do any of these students have any standard diploma credits? Would any of these students be able to achieve a standard diploma with the right support, accommodations, interventions, etc.?
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.	2	Make sure all of these students have transferred.

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Refer to spreadsheet to complete projection sheet

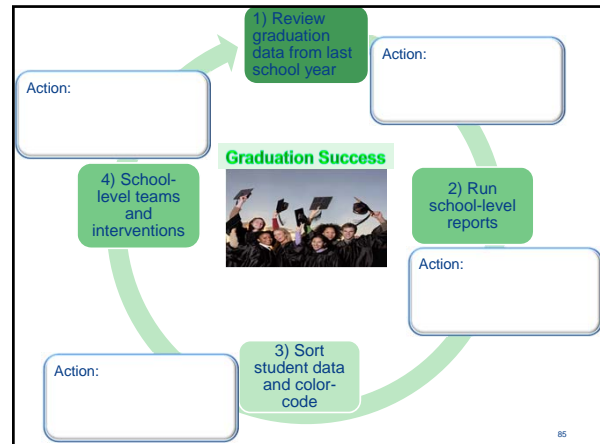| Counter	Student's Name	GRD	WCODE	WDATE	Excep.	ABS	Credits	GPA	Diploma Type	RDLVL
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2	John Quincy Adams	11			K	5	14.5	1.8333	STANDARD DIP. 26	1
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2	Bill Clinton	12			K	9	19.5	2	STANDARD DIP. 26	1
3	Dwight D. Eisenhower	12			K	6	21	2.0434	STANDARD DIP. 26	2
4	William McKinley	12			K	0	19	2.1666	STANDARD DIP. 26	2
1	Lou Henry Hoover	12			V	0	21.5	2.2	STANDARD DIP. 26	
2	James Buchanan	12			K	0	19.5	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	Abigail Adams	12			K	0	19.5	2.3571	STANDARD DIP. 26	1

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Projection Sheet

Bonus Point!

Code	# of students	Projected Federal Graduation Rate for SWDs
Total Students – Transfer-Outs (Gray) = 2014-15 (Cohort Began in 2011-12)	35 -2 = 33	2014-15 Cohort (entered 9th Grade in 2011-12): 33 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)	9	If the 9 students are completely on track to graduate (dark green), then your graduation rate is # in category(9)/ total # of cohort (33) = 27.3%
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.	7	If the 9 students that are completely on track to graduate (dark green) + the 7 students are on-track to graduate (light green), then your graduation rate is total of light and dark green(16) / total # in cohort (33) = 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.	4	If the 9 students that are completely on track to graduate (dark green) + the 7 students on-track to graduate (light green) + the 4 students that are border-line at-risk to graduate (yellow), then your graduation rate is total of yellow, light and dark green (20) / total # in cohort (33) = 60.6%
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.	6	If the 9 students that are completely on track to graduate (dark green) + the 7 students on-track to graduate (light green) + the 4 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 (22) / total # in cohort (33) = 66.7%
Dropout (Light Blue): These are students who dropped out (W05, W11, W13, W15, W18, W21, W22, W23 or left and enrolled in Adult Education/GED [W26]).	4	Can you retrieve any of these students? Are some of them still able to achieve a Standard Diploma with their Cohort with the right supports, accommodations, modifications, etc.? If not can some of the ones coded as dropouts be encouraged to enroll in Adult Education? 2 students have almost enough credits and a GPA over 2.0. If these 2 students came back and graduated with cohort, it would bolster graduation rate to 72.7%
Special Diploma (Blue): Students in this category will count in the denominator (but not in the numerator) of the Federal Uniform Graduation Rate Calculation formula.	3	Do any of these students have any standard diploma credits? Would any of these students be able to achieve a standard diploma with the right support, accommodations, interventions, etc.?
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.	2	Make sure all of these students have transferred.

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Independent Practice

Developing an Action Plan for Graduation Success

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Graduation Success

1) Review graduation data from last school year

Action:

Action:

2) Run school-level reports

Action:

3) Sort student data and color-code

Action:

4) School-level teams and interventions

Action:

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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.
- **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.
- **National High School Center, Early Warning Systems**
  http://www.betterhighschools.org/ews.asp
  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.betterhighschools.org/EWS_tool.asp
  - **Early Warning System (EWS) Middle Grades Tool**
    http://www.betterhighschools.org/EWS_middle.asp

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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://www.dropoutprevention.org/sites/default/files/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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Questions and Thank You!

Questions, concerns, or recommendations?

Thank you for your attendance and input today!

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