**Macomb Early Warning and Intervention System (MEWIS) Guidelines**

**Introduction**

Achieving a high level of education and skills has become an economic necessity in the 21st Century. However, according to statistics from MI School Data, 23 percent of students in the Class of 2013 in Michigan did not graduate on time with their peers. You can check this data for your school on the Dashboard at [www.MISchoolData.org](http://www.MISchoolData.org). The consequences of not graduating from high school are serious for both individuals and society as a whole. Students who exit school prematurely face an uphill battle throughout their lifetime in securing a livable wage in the global economy.

Discussion of effective dropout prevention, intervention, and retrieval is a hot topic in schools across the nation. In particular, emphasis on the creation and development of early warning data systems is of great interest.

Guided by current national research the MISD has developed a state-of-the-art Early Warning and Intervention System. This system enables schools and districts to identify students in grades K-12 who may be at risk for academic failure and to monitor these students’ responses to interventions. Macomb’s Early Warning Tool tracks student grades, attendance, behavior, and credits toward graduation. The intended purpose is to support students who have an increased risk of academic failure, in order to get them back on track for academic success and eventual graduation.

**Project Overview**

**Developing the Early Warning and Intervention System**

Macomb’s Early Warning and Intervention System (MEWIS) provides a framework for educational planning that is outcome oriented and promotes greater involvement and ownership in the decision making process by key stakeholders.

The primary benefit of this type of systematic planning includes the ability to identify and describe, in consistent terms, those students who are at greatest risk of academic failure so that intervention can occur early.  Other benefits include the ability to correlate, with a retroactive view overtime, specific interventions for academic success, thereby allowing schools to confidently develop and implement appropriate intervention programming.

**Project Goal**

The project goal is to implement an early warning data system that effectively identifies students “at-risk” of dropping out and an intervention process to link identified students with services and monitor progress. The project is offered to all Macomb County Public Schools in grades 6-12.

To make the project manageable a decision was made to initially implement the project at the middle and senior high school levels. The project intends to be ready to implement the MISD Early Warning and Intervention System at the elementary level in the next school year.

Identifying students at-risk of dropping out by using an early warning system is only the first step in addressing the dropout challenge.

**Next steps include:**

* identifying and cataloging programs and resources available both within the school district and in the community;
* utilizing a tiered intervention model to outline a service delivery plan; and
* developing a progress monitoring system. For schools using the MISD MTSS system, this may mean broadening the areas for which interventions are provided.

In the **Macomb EWIS** development and implementation process outlined here, the Response to Intervention (RTI) model is used as a framework for cataloging interventions, and also for the development of an intervention process in those schools not currently having such framework.

***NOTE:*** *If you have an effective Multi-Tiered Systems of Support (MTSS/RTI) process, Professional Learning Community (PLC) process or Continuous School Improvement process, which includes provisions for planning and monitoring interventions for individual students, you may wish to use only the EWS PowerSchool Tool as a way to streamline your data collection/review mechanisms. This system is intended to be adopted and adapted as a support to the current intervention efforts. The following information may be of assistance in developing/expanding your processes.*

**Response to Intervention Model**

In the **Macomb EWIS** development and implementation process outlined here, the Response to Intervention (RTI) model is used as a framework for cataloging interventions, and also for the development of an intervention process

**Response to Intervention Overview**

“RTI” is an assessment and intervention process for systematically monitoring student progress and making decisions about need for instructional modifications or increasing intensified services using progress monitoring data.

“RTI” Overview

* Uses all available resources to teach all students.
* Uses high quality, research-based instruction and behavioral supports in education.
* Uses an assessment system which includes: universal screening, progress monitoring, and diagnostic assessments.
* Uses multiple tiers of increasingly intense scientific, research-based interventions that are matched to student need.
* Uses a collaborative and/or prescriptive approach by school staff for development, implementation, and monitoring of the intervention process.
* Uses data to inform instruction and to guide educational determinations.

Sample Diagrams:



Tiered intervention models have been used extensively for many decades in public health. RTI is a tiered intervention model modified for education. Note that this approach includes multiple tiers of increasingly intense scientific, research-based interventions that are matched to student need. Consider the following example:

|  |  |  |
| --- | --- | --- |
|  | **Public Health** | **Education** |
|  | **Cardiac Health** | **Dropout Prevention, Intervention, and Retrieval** |
|  | **Academic** | **Behavior (social-emotional)** |
| **Tier 3** **Intensive Individual**  | Cardiac surgery, ICU care, end of life care. | Credit retrieval, Special Education. | Intensive case management, intensive individual interventions (chemical dependency treatment, behavior contracts, mental health Interventions, etc.) |
| **Tier 2** **Targeted Group** | Diet/lifestyle modifications, medication intervention. | Differentiated instruction, group tutoring programs. | Afterschool programming, group mentoring programs, chemical dependency groups.  |
| **Tier 1****Universal**  | Health Education, Health screenings (weight, B/P, EKG, etc.) | Core curriculum, standardized assessment.  | District counseling services, dropout early warning system, universal screening component. |

*Batsche, G., Elliott, J., Graden, J., Grimes, J., Kovaleski, J., Prasse, D., et al. (2005). Response to Intervention: Policy Considerations and Implementation. Alexandria, VA: National Association of State Directors of Special Education.*

**Cataloging Available Interventions**

The school intervention team needs to catalog existing programs and resources (both school and community based). This is an important step for two reasons: to establish a baseline of available services, and to identify gaps in services. This is a time consuming process, necessitating both group work and individual interviews with team members. One or two people should be identified to take the lead on this task.

Below is a sample matrix used to catalog interventions *(full page template provided later in document).*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domain** | **Program/Activity** | **Tier Level** | **Student Eligibility** | **Provider** | **Description** |
| **Academic**  | **Tutoring**  |  |  |  |  |
|  | **Afterschool** |  |  |  |  |
|  | **Adult Education**  |  |  |  |  |
|  | **IEP** |  |  |  |  |
|  | **504** |  |  |  |  |
| **Basic Needs**  | **Food** |  |  |  |  |
|  | **Clothing** |  |  |  |  |
|  | **Transportation** |  |  |  |  |
|  | **Child Care** |  |  |  |  |
|  | **Public Assistance**  |  |  |  |  |
|  | **Translation Services** |  |  |  |  |
| **Employment**  | **Exploration**  |  |  |  |  |
|  | **Apprenticeship**  |  |  |  |  |
| **Health**  | **Physical**  |  |  |  |  |
|  | **Mental Health**  |  |  |  |  |
|  | **Substance Abuse**  |  |  |  |  |
|  | **Nursing Services** |  |  |  |  |
|  | **Hearing**  |  |  |  |  |
|  | **Vision**  |  |  |  |  |
|  | **Dental**  |  |  |  |  |
| **Legal**  | **Delinquency** |  |  |  |  |
|  | **Truancy** |  |  |  |  |
|  | **Assistance**  |  |  |  |  |
| **Social-Emotional**  | **Advocates** |  |  |  |  |
|  | **Liaisons**  |  |  |  |  |
|  | **Foster Care/CPS** |  |  |  |  |
|  | **Behavioral**  |  |  |  |  |
|  | **Counseling**  |  |  |  |  |

For more information on the Macomb EWIS, contact:

Nancy Buyle, School Safety/Student Assistance Consultant at nbuyle@misd.net or 586-228-3439

Tom Powers, Counselor/Post Secondary Liaison at tpowers@misd.net or 586-228-3460

For information or technical assistance on the Macomb EWIS tool, contact the MISD Help Desk at help@misd.net or 586-228-3399

| **Macomb Early Warning System Implementation (MEWIS) Checklist** |
| --- |
| Task | Who | When | Comments: | Date completed: |
| Request MEWIS be activated for your building: contact MISD Help Desk at help@misd.net  | PowerSchool Liaison | Start-up |  |  |
| Assign a building person responsible for setting/changing MEWIS parameters |  | Start-up |  |  |
| Identify official contact person to communicate with MISD about the MEWIS |  | Start-up |  |  |
| Set parameters |  | Start-up |  |  |
| Set up process for staff to inquire about inconsistencies with actual student data and MEWIS alerts |  | Start-up |  |  |
| Review parameters and evaluate effectiveness of alerts in MEWIS yearly (this may be a team activity as well) |  | Annually/ |  |  |
| **School Administrator/EWIS Team** |
| Assign staff to pull initial student screening report (a list of all students who have active alerts) |  | Month 1 |  |  |
| Assemble a team of counselors, social workers, administrators, and/or interventionist etc. to review students with alerts (feedback from this review may identify data integrity issues)  |  | Month 1 |  |  |
| Determine Tier one issues (80% or more of student body) e.g. attendance, behavior, grades for one course etc. (see Promising Practices Checklist) |  | Month 1 + |  |  |
| Define frequency of team meetings to review flags and identify/monitor at-risk students, i.e weekly, bi-weekly. Consider setting yearly calendar of dates |  | Start-up |  |  |
| Make a list of at risk students for assignment to a School Intervention Team |  | Month 1 |  |  |
| Communicate to all staff regarding expectations for regular and ongoing gradebook updates |  | Start-up & As needed |  |  |
| **School Intervention Team** **(**this could be an already established team e.g. school improvement team, PLC, student study team, MTSS team, etc.)Disciplines to include: Administrator (coordinator), Counselor, Teacher (one or two), Health Professional (when available or as needed), Extra Curricular faculty (athletics, band etc) & Social Worker/Special Education. |
| Identify and catalog programs and resources available at the building/district/community levels (see Sample Intervention Catalog Template) |  | Month 1 |  |  |
| Utilize a tiered intervention model to develop a service delivery plan i.e. PLC, MTSS, School Improvement Process***NOTE:*** *If your school currently has an effective study team in place, enhance the work it does with documents developed for the MEWIS.* |  | Month 1 + |  |  |
| Gather in-depth student data, including “Other Data” listed in the NOTE below, on at-risk students using at-risk student assessment checklist |  | Month 1 + |  |  |
| Complete Individual Learning Plan (ILP) (see sample ILP Template)* Set measurable objectives
* Set date to review progress
* Change, continue or conclude interventions as indicated during review meetings
 |  | Month 1 + |  |  |
| Assign monitor (does not have to be the counselor) for each student |  | With each new student |  |  |
| Meet regularly (consider including students and parents as appropriate) to discuss/assess progress toward objectives i.e. weekly, bi-weekly.  |  | Weekly/Bi-WeeklyMonthlyAs appropriate |  |  |
| Assign attendees for periodic MEWIS User Meetings |  | As indicated |  |  |

NOTE: Other data to review during this initial review process: (review of research indicates that non-academic risk factors have had negative impact on student academic achievement; consideration to these barriers to learning is a critical component to a comprehensive MEWIS):

* + - 504/IEP
		- Standardized testing scores (may be included in phase 2 of MEWIS)
		- Universal Screenings (literacy/math etc)
		- ELL status
		- Health/Mental health issues/disorders
		- Homeless/foster child
		- Legal/Law enforcement involvement
		- Other information/parent input

#### **Macomb EWIS Promising Practices:**

#### For individual students identified through local data as at risk for dropping out or having a late graduation, consider the following promising practices.

#### [ ]  Build strong relationships between the student and at least one staff person. Ask students which staff they are comfortable with and would like to talk to or work with more frequently. Use the results to strengthen relationships, which provide a foundation for many other strategies.

#### [ ]  Assess the student’s interests and encourage extracurricular activities aligned with those interests. If a high quality after-­‐school club or program exists, actively recruit the student to participate.

#### [ ]  Support career exploration activities. Help the student assess their career interests and develop an Academic and Career Plan (also known as Individual Learning Plan) based on them. Help the student see the value of education as a pathway to a good life after high school, including a career.

#### [ ]  Assess the student’s resiliency skills and provide resources to help them build skills that are lacking.

#### [ ]  Use PBIS Tier 2 interventions such as Check-­‐In/Check-­‐Out.

#### [ ]  Assess the underlying causes for any attendance problems, and assign a school social worker or other student services staff member to work with the student and family Strengthen family engagement strategies, including personal outreach to the family of student at risk.

#### [ ]  Alter the student’s education plan to provide more experiential learning or an alternative educational placement that better matches their learning needs.

#### [ ]  Assign a mentor, either community or school-­‐based. Careful screening and preparation of mentors is essential.

#### [ ]  Use a restorative justice approach for discipline problems.

#### [ ]  Provide tutoring in areas of academic deficiency or other targeted academic interventions within a Response to Intervention (RtI) framework.

#### **Tier One Promising Practices:**

#### If the school has a significant number of students identified through local data as at risk for dropping out or late graduation, it may be especially important to also consider environmental or systemic contributing factors. Strategies to consider in addition to the above include, but are not limited to, the following.

### Attendance

#### [ ]  Check the school’s attendance policy and practices to assure that there are no unintended consequences contributing to absences, such as tardies being counted as half-­‐day absences.

#### [ ]  Be sure that attendance practices are in place to closely monitor attendance and intervene in problems early, even before habitual truancy occurs. Consult with the parents and appropriate professionals to ensure chronic health issues are managed properly.

#### [ ]  Monitor attendance closely and address any underlying conditions.

### Behavior

#### [ ]  Implement Positive Behavior Intervention Systems (PBIS) systematically school wide to help prevent behavioral problems leading to disciplinary exclusion.

#### [ ]  Promote alternatives to out-­‐of-­‐school suspension, including a restorative justice approach.

### Interpersonal Relationships

#### [ ]  Establish periods for students to meet with advisers if they do not yet exist, or use these periods for relationship building and career exploration and planning.

#### [ ]  Create safe spaces for lesbian, gay, bisexual, transgender and questioning (LGBTQ) youth. Posting signs in the student services areas and providing information in the student handbook is a start.

#### [ ]  Establish and implement bullying prevention policies and practices that create a physically and emotionally safe school environment. Respond swiftly and effectively to any incidents of bullying.

### Family Connections

#### [ ]  Strengthen family liaisons roles for student services personnel.

#### [ ]  Ensure school-age parent programs and advocates are available and responsive to student needs.

#### [ ]  Assess the school’s culturally responsive practices and strengthen areas where gaps exist to connect better with both students and families.

### Curriculum and Instruction

#### [ ]  Enhance curriculum and instruction to strengthen student engagement.

#### [ ]  Ensure responsive strategies are in place to meet varied learning styles and backgrounds.

**Dropout Prevention Resources**

National Dropout Prevention Center <http://www.dropoutprevention.org/>

Don’t Call Them Dropouts: <http://gradnation.org/report/dont-call-them-dropouts>

US Department of Education What Works Clearinghouse <http://ies.ed.gov/ncee/WWC/topic.aspx?sid=3>

Wisconsin Department of Public Instruction <http://graduation.dpi.wi.gov/grad_resources>

Wisconsin Department of Public Instruction <http://graduation.dpi.wi.gov/>

Wisconsin PBIS Network <http://www.wisconsinpbisnetwork.org/>

Wisconsin RtI Center <http://www.wisconsinrticenter.org/>

**Macomb EWIS Student Assessment Checklist:**

Once school/community and EWIS Report Data have been combined and compared for the students in a school, the next step is to ask critical questions about each student to learn what supports or interventions might be best. Schools should gather a team, including pupil services staff, teachers, and a principal, to ask critical questions about each student, such as:

**Flag-related questions:**

**Attendance**

[ ]  Is this student’s attendance problem due to excused or unexcused absences or both?

[ ]  What are the reasons for the absences? What are root causes (e.g. unresolved health issues)?

[ ]  Is the student’s attendance following a pattern? Are they missing only part of a day?

[ ]  Are there also a lot of tardiness? Before which classes? Any patterns?

[ ]  Is the student’s grade alert active?

**Behavior**

[ ]  What types of behavior is the student exhibiting that is resulting in suspensions, expulsions, or office

 referral?

[ ]  What other school discipline referrals has the student had other than suspensions and expulsions (i.e., office disciplinary referrals, in-school detention)?

[ ]  Are there risk-taking behaviors (e.g. use of alcohol, tobacco, or other drugs; early onset of sexual

 activity)?

[ ]  What patterns exist in unacceptable behavior (e.g. location, time of day, staff present)?

[ ]  What are the underlying issues? Have they been resolved?

**Grades**

[ ]  Has student failed this subject before?

[ ]  Does the student lack pre-requisite skills?

[ ]  Do missing assignments account for failing grade?

[ ]  Are assignments complete but incorrect?

[ ]  Is the student’s attendance alert active?

[ ]  In what subjects is the student excelling; in what subjects are they struggling?

[ ]  Are the struggles the result of failing to complete work on time, or the result of poor performance?

[ ]  Has student been evaluated for disability and if so, do the results help interpret the grade/flag?

[ ]  Is the student proficient on state tests/Is student at grade level on norm-referenced tests?

**Contributing Factor Questions**

**Strength & Resilience Indicators/Concerns**

[ ]  The student participates in extracurricular activities.

[ ]  The student excels in organized

 activities outside of school.

[ ]  The student’s parents graduated high school

[ ]  The student has strong social

 connections?

[ ]  The student adapts well to

 change.

[ ]  The student has an internal

 locus of control, e.g. easily accepts

 responsibility for actions vs. blaming

 external factors

[ ]  The student has insight into

 emotional states.

**Behavior, Status and Context**

**Students may have been affected by, check all that apply:**

[ ]  Retention

[ ]  Peer mistreatment

[ ]  Pregnancy

[ ]  Foster care

[ ]  Law enforcement contact/adjudication

[ ]  Trauma (see appendix)

[ ]  Mental Health challenges/diagnosis

[ ]  Substance abuse

[ ]  Adult-like responsibilities

[ ]  IEP/504

[ ]  Family stressors

[ ]  Child Protective Services contact

[ ]  Mobility/transience e.g. military, migrant,

 poverty, etc.

[ ]  Homelessness

**Skills of Learning:**

Does the student demonstrate:

Goal-Setting Yes [ ]  No [ ]

Critical Thinking Yes [ ]  No [ ]

Reasoning Yes [ ]  No [ ]

Synthesis and Precision Yes [ ]  No [ ]

Inquisitiveness &

Open-mindedness Yes [ ]  No [ ]

Organization, Study &

Research Skills Yes [ ]  No [ ]

Attentiveness &

Engagement Yes [ ]  No [ ]

Teamwork &

 Collaboration Yes [ ]  No [ ]

Effective Communication Yes [ ]  No [ ]

Self-management Yes [ ]  No [ ]

Responsible decision

 making Yes [ ]  No [ ]

Responsible use of

 technology Yes [ ]  No [ ]

Time Management Yes [ ]  No [ ]

Self-Awareness Yes [ ]  No [ ]

Social Awareness Yes [ ]  No [ ]

Relationship Skills Yes [ ]  No [ ]

Awareness of others

emotions/perspectives Yes [ ]  No [ ]

Problem Solving Yes [ ]  No [ ]