



## MODULE 12

# Early Warning Systems in Secondary Settings

Participant Workbook

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# ARKANSAS RESPONSE TO INTERVENTION MODULE SERIES

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## Module 12: Early Warning Systems in Secondary Settings

### Activity 1: Did You Know? True or False

**Directions:** Read each statement and determine if it is true or false.

True	False	Statement
		Approximately 40% of eventual dropouts could be identified in the 9th-grade and 75% could be identified by 10th-grade.
		Students usually start with one early warning indicator and develop more indicators over time.
		Students with disabilities are 1.4 times as likely to be present in high school when compared to students without disabilities.
		High school dropouts are more likely to experience poverty, diminished health, and an increased risk of being involved in the criminal justice system.

### Activity 2: The ABCs of Early Warning Indicators

**Directions:** As the ABCs of Early Warning Indicators are discussed, use this note taking resource to record what you would like to remember and any questions you may still have.

Early Warning Indicator	What Do I Want to Remember?	What Questions Do I Still Have?
<b>Attendance</b>		
<b>Behavior</b>		
<b>Course Proficiency</b>		

<b>Other</b>		
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### Activity 3: Benefits and Concerns of Implementing an Early Warning System

**Directions:** Using the T-Chart below, brainstorm potential benefits and challenges one might encounter when implementing an Early Warning System. Use the following questions to guide your thinking.

- COLUMN 1: How can the early warning system benefit secondary students, teachers, and leaders?
- COLUMN 2: What are potential challenges to implementing the early warning system in our school?

Potential Benefits	Potential Challenges

## Activity 4: Early Warning System Checklist

**Directions:** As you prepare to implement an Early Warning System, use the following checklist to support the implementation process and determine next steps.

<b>Establish and train a team using the EWS</b>	<b>Documented Evidence Provided</b>	<b>In Progress</b>	<b>Not Evident</b>
a. Develop a team of broad stakeholders			
b. Provide professional development on EWS			
c. Assign roles and responsibilities			
d. Establish a monthly meeting schedule			
<b>Identify accurate indicators</b>			
a. Choose indicators			
b. Establish thresholds			
<b>Design and use reports</b>			
a. Identify targeted students			
b. Develop student level reports			
c. Develop school summary reports/ District reports			

<b>Map appropriate interventions to individual student needs</b>			
a. Map school level interventions to indicators			
b. Assign interventions to students			
<b>Evaluate student progress and intervention effectiveness.</b>			
a. Examine student progress			
b. Examine intervention effectiveness			
c. Modify intervention plan as needed			
d. Document next steps			

**Action Plan**

Action Steps/Tasks	Person(s) Responsible	Resources and/or Internal/External Partners	Communication	Projected Completion Date