

# State Early Warning System (EWS) Planning

## Guiding Questions

Susan Bowles Therriault, Ed.D.  
Principal Researcher, AIR  
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## State EWS Vision

- What is your state's vision for this work? What is the state's role in this vision?
- Who will make decisions about EWS and EWS implementation?
- What resources are available for this work?
- How will EWS connect to other state and local priorities and initiatives?

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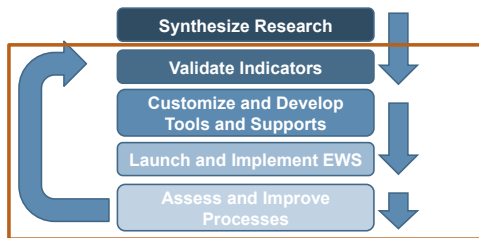
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## EWS Implementation Pathway



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## Validate Indicators

- Will you validate your own indicators or provide guidance on research-based indicators?
- If validating indicators...
  - What are the key student outcomes of interest?
    - What student-level data are available to define student outcomes?
    - What student-level data are available to test/validate indicators?
  - At which level of the system will indicators be validated? State level? District level?
    - What types of indicators are most appropriate (monitoring, end-of-year, transition)?
    - Is there capacity to validate indicators?
    - Is there capacity to test indicators and refine them?

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## Validate Indicators

- If validating indicators (continued)...
  - How will early warning (EW) indicator thresholds be determined?
  - How will EW indicator information be shared with districts, schools, and educators?
  - How will changes in policy, data, and other factors be integrated into the EW indicators?
  - Who will maintain the EW indicators?

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## Customize and Develop Tools and Supports

- What supports (e.g., tools, trainings, guides) have already been created? What is the utility of these existing supports? Do the existing materials align with your focus?
- Are there resources that districts and schools currently use that could be brought to scale or shared?
- What is the right grain size for tools and supports?
- How should local education agency (LEA) capacity for EWS be increased?

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## Launch and Implement EWS

- What strategy for EWS implementation and rollout will you use?
- How will the state communicate the purpose of EWS?
- Are there other stakeholders who play a key role in building capacity who should be informed, connected, or involved in this effort?
- What challenges to implementation does your state face?
- What incentives exist at the state or local levels for implementation?
- How does EWS build from and connect to existing initiatives and work?

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## Assess and Improve Processes

- How will you obtain feedback on EWS policies, indicators, guidance, and implementation?
- How will the state improve and adjust EWS efforts to meet the needs of districts and schools?

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## Available Resources

- EWS Implementation Guidance
  - High School Early Warning Intervention Monitoring System (EWIMS) Guide <http://www.earlywarningsystems.org/wp-content/uploads/documents/EWSHSImplementationguide2013.pdf>
  - Middle Grades EWIMS Guide <http://www.earlywarningsystems.org/wp-content/uploads/documents/EWSMGImplementationguide.pdf>
- EWS Tools
  - Middle Grades (<http://www.earlywarningsystems.org/resources-tools/early-warning-system-middle-grades-tool>)
  - High School (<http://www.earlywarningsystems.org/resources-tools/early-warning-system-high-school-tool>)
- Other Documents
  - Interventions/Supports [http://www.earlywarningsystems.org/wp-content/uploads/documents/NHSC\\_ApproachesToDropoutPrevention.pdf](http://www.earlywarningsystems.org/wp-content/uploads/documents/NHSC_ApproachesToDropoutPrevention.pdf)
  - English Language Learners [http://www.earlywarningsystems.org/wp-content/uploads/documents/ILChicagoCORSR\\_NHSC\\_ELEWS\\_reportMay12.pdf](http://www.earlywarningsystems.org/wp-content/uploads/documents/ILChicagoCORSR_NHSC_ELEWS_reportMay12.pdf)
  - Students With Disabilities <http://www.earlywarningsystems.org/wp-content/uploads/documents/NHSCCSRSpecialEd.pdf>

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Susan Bowles Therriault  
Principal Researcher, AIR  
781-373-7007  
stherriault@air.org

201 Jones Road  
Waltham, MA 02451  
General Information: 202-403-5000  
TTY: 887-334-3499

[www.earlywarningsystems.org](http://www.earlywarningsystems.org) | [www.air.org](http://www.air.org)

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