

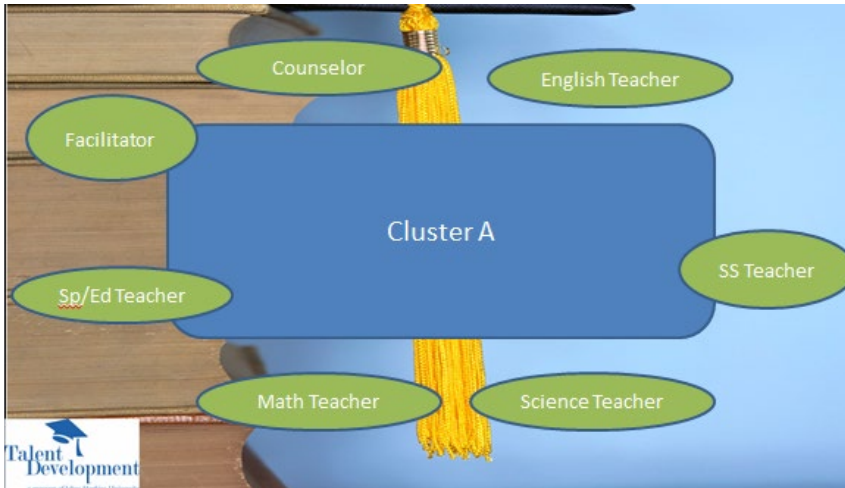
## Rubric for Early Warning Indicator Meetings

EWI Meetings are teacher team meetings that are designed to use a research base which identifies student attendance, behavior and course performance indicators that signal a need for intervention so students will be on track for on time promotion and graduation. The EWI meetings are a time designed to identify students based on indicators, determine appropriate interventions and their effectiveness for students.

This rubric is designed to describe the attributes of highly effective Early Warning Indicator meetings for teacher teams to use as they plan for, implement and periodically self-assess their practice.

5 core areas for EWI meetings	
<p><b>Step 1: Setting the framework</b></p>	<ul style="list-style-type: none"> <li>• <b>Schedule</b> <ul style="list-style-type: none"> <li>• Teacher and student schedules that use student cohorts with a small number of teachers supporting them.</li> <li>• A master schedule that supports weekly common planning time</li> </ul> </li> <li>• <b>Teams</b> <ul style="list-style-type: none"> <li>• All staff who work with the cohort of students to be discussed are in attendance every week</li> <li>• Each team has a coordinated common vision and set of practices that work together towards this goal</li> </ul> </li> </ul>
<p><b>Step 2: Building your EWI meetings</b></p>	<ul style="list-style-type: none"> <li>• <b>Meeting/Facilitation structures and Protocols</b> <ul style="list-style-type: none"> <li>• Agendas, norms, and protocols that guide the work of the team</li> <li>• Strong, shared facilitation among team members</li> </ul> </li> <li>• <b>Tiered Interventions</b> <ul style="list-style-type: none"> <li>• A map of all of the resources available to students in the school</li> <li>• Alignment with focus list and tiered intervention criteria</li> </ul> </li> <li>• <b>Student Level Data/Tracking Tools</b> <ul style="list-style-type: none"> <li>• Updated student level data in attendance, behavior, and course performance is available for each meeting</li> <li>• Tracking tools that are used to record decisions</li> </ul> </li> </ul>

## Rubric for EWI Meetings



EWI meetings are interdisciplinary teacher team meetings to create, coordinate, and monitor interventions for students who are exhibiting early warning signs.

	Implementation			Advanced Implementation
	Pre-Emerging	Emerging	Full	
<b>Building Teams:</b>				
Clear expectations for participation, roles and responsibilities				
<b>Meeting/ Facilitation Structures and Protocols:</b>				
Use of meeting agendas and protocols				
Facilitation				
<b>Tiered Interventions:</b>				
Resource Map				

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Alignment with EWI metric				
<b>Student Level Data/Tracking Tools:</b>				
Data Use				
Tracking Tools				

<b>Teams:</b>				
	<b>Implementation</b>			<b>Advanced Implementation</b>
	<b>Pre-Emerging</b>	<b>Emerging</b>	<b>Full</b>	
<b>Clear expectations for participation, roles and responsibilities</b>	<ul style="list-style-type: none"> <li>• Attendance is not consistent and not all staff (SPED, Counselor) are present</li> <li>• Staff do not offer interventions and are unsure when to offer input.</li> <li>• There are not clear roles for teachers.</li> <li>• The group does not use norms for the meeting.</li> <li>• Lack of understanding of purpose of EWI meeting and difference between other meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance is not consistent.</li> <li>• Some staff offer intervention ideas.</li> <li>• Some staff do not know some of the students.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff are in attendance.</li> <li>• Staff provide input but are sometimes reporting to the facilitator, not working together.</li> <li>• Norms are visible. Not always consistently followed.</li> <li>• Roles are established for each team member.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff who support the same cohort of students are in attendance for each weekly meeting.</li> <li>• Input and accountability (ownership) for student interventions are provided from each staff member.</li> <li>• Discussions are strengths-based, collaborative and solutions-orientated.</li> <li>• Group norms are established and followed.</li> <li>• Facilitator, recorder, and time keeper roles are clear and fulfilled each week.</li> </ul>

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				<ul style="list-style-type: none"> <li>• There is a common vision among all team members.</li> </ul>
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Meeting/ Facilitation Structures and Protocols:				
	Implementation			Advanced Implementation
	Pre-Emerging	Emerging	Full	
Use of meeting agendas and protocols	<ul style="list-style-type: none"> <li>• There is no agenda for the meeting.</li> <li>• Student discussions follow an inconsistent process.</li> <li>• Meetings do not occur as scheduled.</li> </ul>	<ul style="list-style-type: none"> <li>• There is an agenda for the meeting but not shared and used.</li> <li>• A protocol is used but does not include all necessary steps.</li> </ul>	<ul style="list-style-type: none"> <li>• A clear agenda is available to all.</li> <li>• A clear protocol with necessary steps has been developed and is used for most of the student conversations.</li> <li>• Some trends are identified throughout the year but not on a consistent or formal basis.</li> </ul>	<ul style="list-style-type: none"> <li>• A clear agenda is shared prior to the meeting and known by all participants.</li> <li>• Clear steps are used to identify student, indicator of focus, student strengths and weaknesses, determine appropriate interventions and point person.</li> <li>• The protocol is used consistently for each student.</li> <li>• Quarterly trend analysis that determines effective and ineffective interventions is completed.</li> </ul>
Facilitation	<ul style="list-style-type: none"> <li>• Unclear who is facilitating the meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• There is one facilitator of the meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• There is one facilitator of the</li> </ul>	<ul style="list-style-type: none"> <li>• Clear facilitation allows for all to participate actively.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Meeting is dominated by a few voices.</li> <li>• Conversation wanders off-topic.</li> <li>• Lots of 'story-telling' with few solutions or student strengths offered.</li> </ul>	<ul style="list-style-type: none"> <li>• Not all members of the meeting participate.</li> <li>• The Facilitator and team members are often reminding others to stay on-task and redirecting the conversation.</li> <li>• Interventions are indicated for some of the students.</li> </ul>	<p>meeting who keeps the team focused.</p> <ul style="list-style-type: none"> <li>• The Facilitator is needed to redirect some conversations.</li> <li>• Most of the members participate and know the protocols and norms of the group.</li> <li>• Each student is assigned an intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• All members help the group to stay on task, and adhere to norms, protocol, indicator criteria for focus list and tiered supports.</li> <li>• Consistent questioning is employed to determine what interventions are being provided for each tier of support.</li> <li>• Consensus is built around decisions for each intervention.</li> <li>• Connections are made between staff members and other activities/ interventions in the building.</li> <li>• Student achievement and improvement is recognized and celebrated monthly by the teacher team.</li> </ul>
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Tiered Interventions:				
	Implementation			Advanced Implementation
	Pre-Emerging	Emerging	Full	
Resource Map	<ul style="list-style-type: none"> <li>• Unsure if a resource map is available.</li> <li>• A new intervention is created for every student without use of the available resources.</li> <li>• "New ideas" are often brought to the table but not proven and/or followed through with.</li> </ul>	<ul style="list-style-type: none"> <li>• A resource map has been completed.</li> <li>• Team members add new items to the resource map.</li> <li>• A small number of individuals know how to access all of the resources.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a resource map, though it is not updated regularly.</li> <li>• Some discussion occurs about which interventions work.</li> <li>• There is still some confusion on how to access all of the resources.</li> </ul>	<ul style="list-style-type: none"> <li>• The resource map is visible and referred to throughout the meeting.</li> <li>• The resource map indicates which interventions are available for each tier.</li> <li>• Each participant understands each intervention and how to access it.</li> <li>• There is a space to include new interventions or the need for additional interventions for each tier. (dynamic)</li> </ul>

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				<ul style="list-style-type: none"> <li>• Interventions are tracked for effectiveness based on indicator and student strength.</li> </ul>
Alignment with EWI metric	<ul style="list-style-type: none"> <li>• No criteria or conflicting criteria are used to select students.</li> <li>• Students are assigned to Tiers 2 and 3 supports before checking on implementation of Tiers 1 and 2.</li> </ul>	<ul style="list-style-type: none"> <li>• Criteria have been established for the school.</li> <li>• The criteria for focus lists and off-track indicators are known and used consistently by less than half of the team.</li> </ul>	<ul style="list-style-type: none"> <li>• Criteria have been established for each indicator and for focus lists. Most team members know them.</li> </ul>	<ul style="list-style-type: none"> <li>• Criteria for off-track flags in each indicator are clear, visible, and based on research and school data.</li> <li>• Criteria for Focus List addition and removal for Attendance, Behavior and Course Performance criteria are visible and referred to during meeting.</li> <li>• All team members use these criteria to identify and discuss students</li> <li>• Students receiving Tier 2 and 3 supports are also provided Tier 1 and 2 supports</li> </ul>

Student Level Data/Tracking Tools:				
	Implementation			Advanced Implementation
	Pre-Emerging	Emerging	Full	
Data Use	<ul style="list-style-type: none"> <li>• Some data is available but not used.</li> <li>• Students are brought up at random for discussion.</li> <li>• One type of data is used for discussions (qualitative or quantitative).</li> </ul>	<ul style="list-style-type: none"> <li>• Some current data is available and used but not always up to date.</li> <li>• Some students are discussed based on specific indicators.</li> </ul>	<ul style="list-style-type: none"> <li>• Data is available and used. Conversations usually reference and use available data.</li> <li>• Qualitative and quantitative data is used to inform discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Student level data is available and used to drive conversations, determine interventions and inform decisions.</li> <li>• Data used is current as of the day of the meeting and is accessible to teachers between meetings.</li> <li>• Data shared is aligned to the common criteria focus list and the appropriate tiers of interventions.</li> <li>• It is clear which indicator a student is exhibiting/why they are being discussed.</li> <li>• Qualitative and quantitative data is used for decisions.</li> </ul>

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Tracking Tools	<ul style="list-style-type: none"> <li>• A tracking tool is used, though sometimes containing incomplete, one word interventions.</li> <li>• Participants are aware of FERPA guidelines</li> <li>• The tool is a distraction from the conversation and the team is only worried about completing paperwork.</li> <li>• Tool is not available after the meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• A tracking tool is used. Some of the interventions are complete but not always clear.</li> <li>• Participants are aware of and follow FERPA guidelines</li> <li>• The whole team is not able to understand and use the tracking tool.</li> <li>• Tool is not available after the meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Details are included in the tracking tool, but the details are oftentimes inconsistent (too much or too little information).</li> <li>• Participants are aware of and follow FERPA guidelines</li> <li>• Tool is not used/ updated between meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions, persons responsible, timelines and outcomes are included on the tracking tool.</li> <li>• The tracking tool use, language and accessibility honor FERPA guidelines.</li> <li>• Key details are included for all participants, including point person.</li> <li>• The tool is accessible and used before and after the EWI meeting for all team members.</li> <li>• Strength-based, people-first language is used.</li> <li>• The tracking tool has space (tabs on the spreadsheet) to quickly access diagnostic data and students who have been removed from the focus list.</li> <li>• Includes coding (color, font) to identify focus list students.</li> </ul>
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