Defining Early Warning Systems and Tiered Models

**Early Warning Systems (EWS):** A data-based model that aims to improve graduation rates and decrease the dropout rate.

**Schoolwide Positive Behavioral Interventions and Supports (SWPBIS):** A tiered model that aims to improve the climate, discipline, and behavioral performance of all students within a school.

**Response to Intervention (RTI):** A tiered model that aims to improve the academic performance of all students within a school.

**Multi-Tiered System of Supports (MTSS):** A comprehensive tiered model that aims to improve both the academic and behavioral performance of all students within a school.

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### What’s in Common

- **SCREEN**
  - Screen all students using academic or behavior assessments or indicators in order to identify students who are performing above, at, or below standards.

- **MATCH**
  - Match students to an appropriate level of support, based on their need and the data gathered during screening.

- **MONITOR**
  - Monitor students’ performance and make formative decisions regarding the impact of the support provided.

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### Areas of Emphasis

**Graduation**
- **EWS**
- **RTI**
- **SWPBIS**
- **MTSS**

**Academics**
- **EWS**
- **RTI**
- **SWPBIS**
- **MTSS**

**Behavior**
- **EWS**
- **RTI**
- **SWPBIS**
- **MTSS**

**Academics & Behavior**
- **EWS**
- **RTI**
- **SWPBIS**
- **MTSS**

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### Timeline

**Public Law 94-142**
- 1975

**A Nation at Risk**
- 1983

**Individuals w/Disabilities Education Act (IDEA)**
- 1997

**OSEP Tech Center**
- 1998

**No Child Left Behind**
- 2001

**IDEA reauthorized**
- 2004

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**EWS**
- Arose out of a need to improve graduation rates in high schools during the 1980s
- In 1999, the Consortium on Chicago School Research identified 80% of those who would graduate based on grades and credits earned using freshman year information
- EWSs use the ABCs (attendance, behavior referrals, course grades) to identify those at risk for school dropout

**RTI**
- Developed out of concerns regarding the lack of evidence-based instructional practices in schools and the over-identification of students receiving special education services
- Also developed from the need to improve the academic performance of all students in schools
- Allowed as a method for identification of students with learning disabilities under 2004 IDEA reauthorization

**SWPBIS**
- Developed from concerns about the lack of use of evidence-based behavior interventions in the late 1980s
- Use of ineffective discipline practices and zero-tolerance policies in schools fed concerns about discipline
- In 1998, the OSEP Technical Assistance Center for PBIS was developed

**MTSS**
- As schools implemented separate academic and behavior models, the need to align systems emerged
- Within the last few decades, MTSS was developed to create one comprehensive tiered system

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