

NUAMES Early Warning System Procedures & Intervention Plan

2026–27 Board/Admin Draft

Purpose. NUAMES will use a digital Early Warning System (EWS) to identify students at risk of academic failure or disengagement and provide prompt, documented, timely intervention. The EWS is intended to turn student-level data into coordinated action—not simply produce a dashboard.

Authority. Utah Code §53F-4-207 and Utah Administrative Rule R277-627. R277-627 requires the LEA to set thresholds aligned with best practice, local resources, and priorities; effectively identify students at risk of academic failure; and provide prompt and timely intervention. USBE’s current EWS guidance also calls for student-level data, automatic flags, intervention-plan tracking, assessment uploads, and annual aggregate/de-identified impact reporting.

1. Core EWS Requirements

- Maintain an operational digital EWS using student-level academic and student-support indicators.
- Monitor, at minimum, academics/course failures, attendance, behavior, discipline, school-safety information, and relevant assessment data.
- Establish locally approved thresholds that trigger alerts and intervention.
- Provide staff with a workflow to review flags, assign interventions, identify an owner, set follow-up dates, and monitor outcomes.
- Maintain the ability to load local, state/national, or other assessment data as required by the digital program.
- Generate an annual aggregate, de-identified impact report for the governing board and stakeholders.

2. NUAMES Threshold Matrix

Proposed local thresholds. These thresholds should be reviewed annually and may be adjusted based on student outcomes, staffing capacity, and USBE guidance.

Indicator	GREEN – On Track	YELLOW – Emerging Concern	RED – Significant Concern
Attendance	≥95% attendance	Below 95% attendance	90% or lower; significant/persistent pattern
Course performance	Passing all courses	1 current F; significant grade decline	2+ Fs; failure threatens graduation progress
Graduation progress	On expected credit trajectory	1–2 credits behind	3+ credits behind or required-course failure
Behavior / discipline	No significant pattern	Repeated minor concerns/referrals	Serious or repeated concerns requiring intensive response
School safety	No identified concern	Concern requiring monitoring/support	Safety violation or concern requiring immediate coordinated response
Multiple indicators	No meaningful risk pattern	1–2 emerging indicators	3+ Yellow indicators or worsening trend
Intervention response	Universal supports sufficient	Targeted support indicated	Prior intervention ineffective / escalation needed

NUAMES Postsecondary / Early-College Overlay (internal): Flag for targeted review when a student is failing a CE/Early College/technical-college course, has repeated college-course withdrawals, shows an unsustainable college load, or is losing progress toward a certificate/associate degree. This overlay supplements—not replaces—the statutory EWS indicators.

3. Response Protocol & Staff Responsibilities

Risk Level	Response Time	Required Action	Follow-up
GREEN	Routine	Tier 1 instruction/support; continue monitoring. Counselor/advisor or designee reviews flag; student conference; parent/guardian contact as appropriate; select targeted intervention; document owner and follow-up date.	Normal grading/attendance cycle
YELLOW	Within 5 school days	Assign case owner; conduct coordinated review; contact student/family as appropriate; create documented intervention plan; consider intensified academic, attendance, behavioral, counseling, special education/504, or other supports as appropriate.	Recheck in ~2–3 weeks
RED	Within 2–3 school days		Frequent review until improving/stable

Staff Responsibilities

Executive Director / LEA Administration: Ensure LEA compliance; approve procedures and system implementation; ensure resources, privacy, and annual reporting.

Campus Principal / Administrator: Lead campus EWS implementation; ensure timely review and intervention; resolve barriers; monitor fidelity.

Counselors / Student Support Staff: Review flags; coordinate student/family contact; assign or serve as case owner; document interventions and outcomes.

Teachers: Maintain accurate/timely grades and attendance; provide classroom interventions; communicate concerns and evidence of response.

Case Owner / Designee: Maintain the student intervention plan, follow-up date, progress notes, and recommendation to continue, modify, intensify, or close support.

Data/SIS Lead: Maintain accurate integrations, access, data quality, and required assessment/data uploads; support reporting.

4. Intervention Workflow

1	DATA	EWS reviews current student indicators.
2	FLAG	Student meets a locally established threshold.
3	TRIAGE	Determine Green / Yellow / Red level and whether immediate safety or other required procedures apply.
4	ASSIGN	Identify staff owner and select intervention(s).
5	ACT	Student/family contact and intervention begin within the applicable response window.
6	MONITOR	Document progress and review at the scheduled follow-up.
7	DECIDE	Improving → step down/close when appropriate. Not improving → modify or intensify support.
8	REPORT	Use aggregate, de-identified outcomes for annual impact review.

5. Intervention Documentation Standard

For each targeted intervention, staff should document enough information to demonstrate that the flag resulted in coordinated action and follow-up.

Date flagged	Indicator(s)/threshold met	Risk level	Assigned staff/case owner	Intervention selected
Student/family contact, as applicable	Start date	Follow-up date	Progress/outcome	Next action: continue, modify, intensify, step down, or close

6. EWS Team Review

Recommended cadence: Every two weeks during the school year, using an existing student-support/administrative structure where practical.

Standing agenda: New Red flags → existing Red cases → Yellow students trending downward → students improving → cases ready to step down/close → system/data issues.

Suggested participants: campus administrator, counselors/student support staff, mental-health staff as appropriate, special education representative as appropriate, and other staff with direct knowledge of the student.

7. Annual EWS Impact Report Template

Section	Annual Measure	2026–27 Result
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Reach	Total enrollment; #/% Yellow; #/% Red; # receiving targeted intervention	_____
Primary indicators	#/% flagged for attendance, course failure, credit deficiency, behavior/discipline, safety, multiple indicators	_____
Interventions	# tutoring/academic plans; attendance plans; counseling/check-ins; family meetings; credit recovery; other supports	_____
Outcomes	% returning to Green; % Red→Yellow; attendance improvement; course-failure reduction; credits recovered; graduation outcomes	_____
Implementation	Average response time; % with assigned owner; % with documented follow-up; major implementation lessons	_____

8. Annual Review & Governance

- LEA administration will review thresholds, response timelines, intervention effectiveness, staffing capacity, data quality, and system performance at least annually.
- Material procedural changes will be communicated to affected staff and incorporated into training.
- The governing board will receive an annual aggregate, de-identified EWS impact report.
- Student information will be handled in accordance with FERPA, Utah student-data privacy requirements, applicable data-governance practices, and authorized access controls.

References

Utah Code §53F-4-207, Student Intervention Early Warning Program.

Utah Administrative Rule R277-627, Early Warning Program (effective Apr. 8, 2025; continuation Oct. 7, 2025).

Utah State Board of Education, Early Warning System – Overview, Laws and Policies, Resources and Compliance (accessed Aug. 31, 2026).

Board/Admin Action: Review and approve the proposed local thresholds and response protocol; designate responsible staff; confirm the digital EWS and data integrations; and authorize implementation for 2026–27.