

## Overview of the Seven-Step Early Warning Intervention and Monitoring System



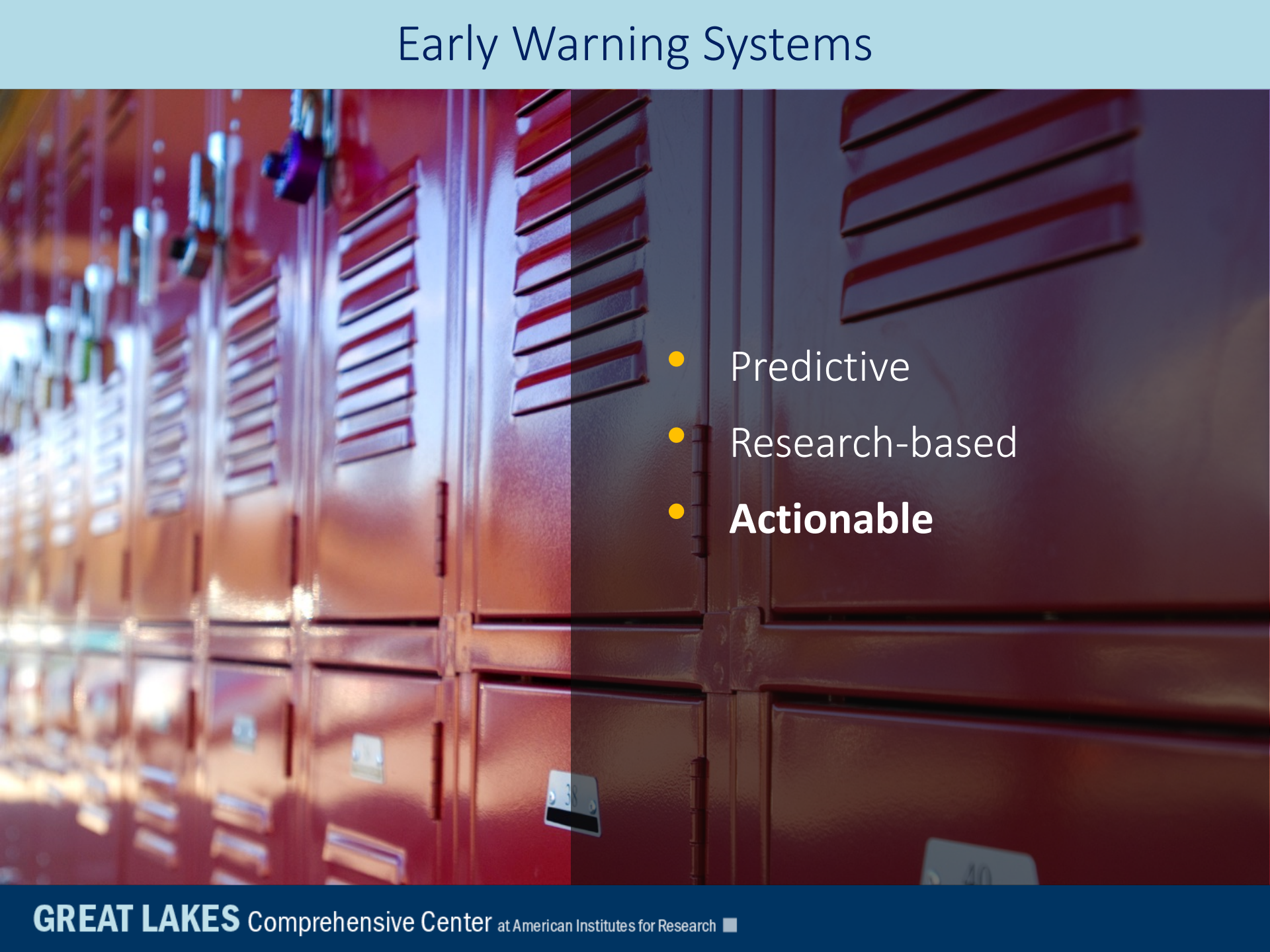
# Early Warning Systems



- **Disengagement from school is gradual.**
- Students send identifiable signals.
- Data can be used to identify trends.
- Studying trends enables educators to intervene.



# Early Warning Systems

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- The background of the slide is a photograph of a row of red school lockers. A vertical line down the center of the image creates a split effect: the left side is brightly lit, showing the texture and details of the lockers, while the right side is in deep shadow, appearing almost black. This visual metaphor likely represents the transition from a state of unawareness or low visibility to one of clarity and action.
- Predictive
  - Research-based
  - **Actionable**

# Research Base for Early Warning Systems



## Consortium on Chicago School Research

- One indicator—ninth graders seriously falling off track for graduation—is 85% predictive of future dropout.
- Recent research found that more than 50% of non-graduates can be identified as early as the ninth grade.



# Research Base for Early Warning Systems

## Johns Hopkins Everyone Graduates Center

- As early as the sixth grade, school-based factors can predict who will drop out.
- Attendance, behavior, and course performance are the strongest predictors of school dropout.
- These findings have been validated by state and district studies.





# EWIMS: Early Warning Intervention and Monitoring System



- EWIMS is a **seven-step, data-driven decision-making process.**
- EWIMS was developed by the National High School Center at American Institutes for Research (AIR).

# EWIMS



**EWIMS** helps educators do the following:

- **Identify** students who are at risk of dropping out
- **Match** those students to interventions
- **Monitor** students' progress and the success of the interventions




# Research Base for EWIMS

- A rigorous impact study found EWIMS to be a promising evidence-based strategy.
- After one year, EWIMS schools reduced chronic absences and course failure.





# Early Warning Indicators



These indicators help educators flag which students are at risk of not graduating from high school.

# Early Warning Indicators



- Attendance
- Behavior
- **Course Performance**



# Additional Student Data



Early warning indicators  
***are not the same*** as  
student classifications

(e.g., special education codes,  
demographic categories,  
free/reduced-price lunch status).

# Indicators and National Thresholds for Middle Grades and High School

Early Warning Indicators	Thresholds	
	Middle Grades	High School
Attendance	Missed 20% or more of instructional time	Missed 10% or more of instructional time
Behavior	Locally validated thresholds	
Course Performance	Failure in an English language arts (ELA) or mathematics course	Failure in one or more courses
		Earned 2.0 or lower GPA (on a four-point scale)

Therriault, S. B., O'Cummings, M., Heppen, J., Yerhot, L., & Scala, J. (2013). High school early warning intervention monitoring system implementation guide. Washington, DC: American Institutes for Research, National High School Center.



# Summary of Early Warning Indicators, Time Frames, and Thresholds in the Michigan Early Warning Data Tool

Indicator	Timing of Available Outputs	Risk-Indicator Threshold
<b>Attendance Caution</b>	Available from beginning of school year as attendance information accumulates	Missed 5% or more of instructional time
<b>Attendance Failure</b>	Available from beginning of school year as attendance information accumulates	Missed 10% or more of instructional time
<b>Behavior Caution</b>	Available from beginning of school year as behavior information accumulates	Student has accumulated four or five school code of conduct violations
<b>Behavior Failure</b>	Available from beginning of school year as behavior information accumulates	Student has accumulated six or more school code of conduct violations and/or one or more state reportable offenses
<b>Current Course Grades Caution</b>	Available as soon as grades are posted for any term	Student has a grade between 60% and 69% for language arts and/or mathematics
<b>Current Course Grades Failure</b>	Available as soon as grades are posted for any term	Student has a grade below 60% for language arts and/or mathematics

# What Can Educators Do?



To be successful,  
educators need to do  
more than identify  
students with red flags.



# They Can ...

*Identify* the root causes of students being “off track”



# They Can ...

*Match* students  
to interventions



# They Can ...



*Provide*  
interventions  
with fidelity.




# They Can ...

A woman with curly hair is gesturing with her hands while talking to two men. The man on the left is wearing a plaid shirt and glasses, and the man on the right is wearing a blue shirt. The background is a bright, modern office space.

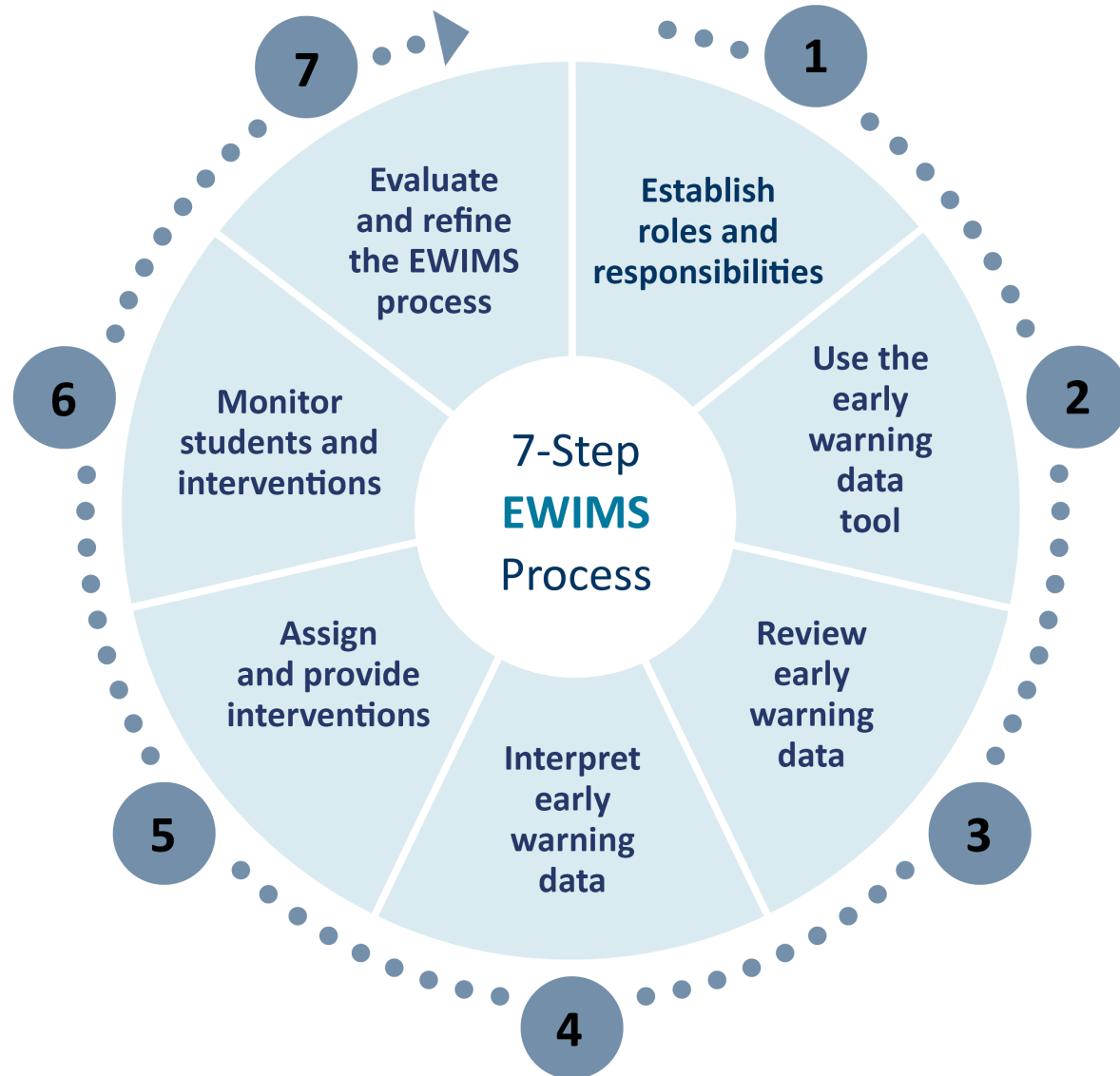
**Monitor** the progress  
of flagged students

# They Can ...

A young woman with dark braids, wearing a green and white striped sweater, is looking down at a laptop in a classroom setting. Other students are blurred in the background.

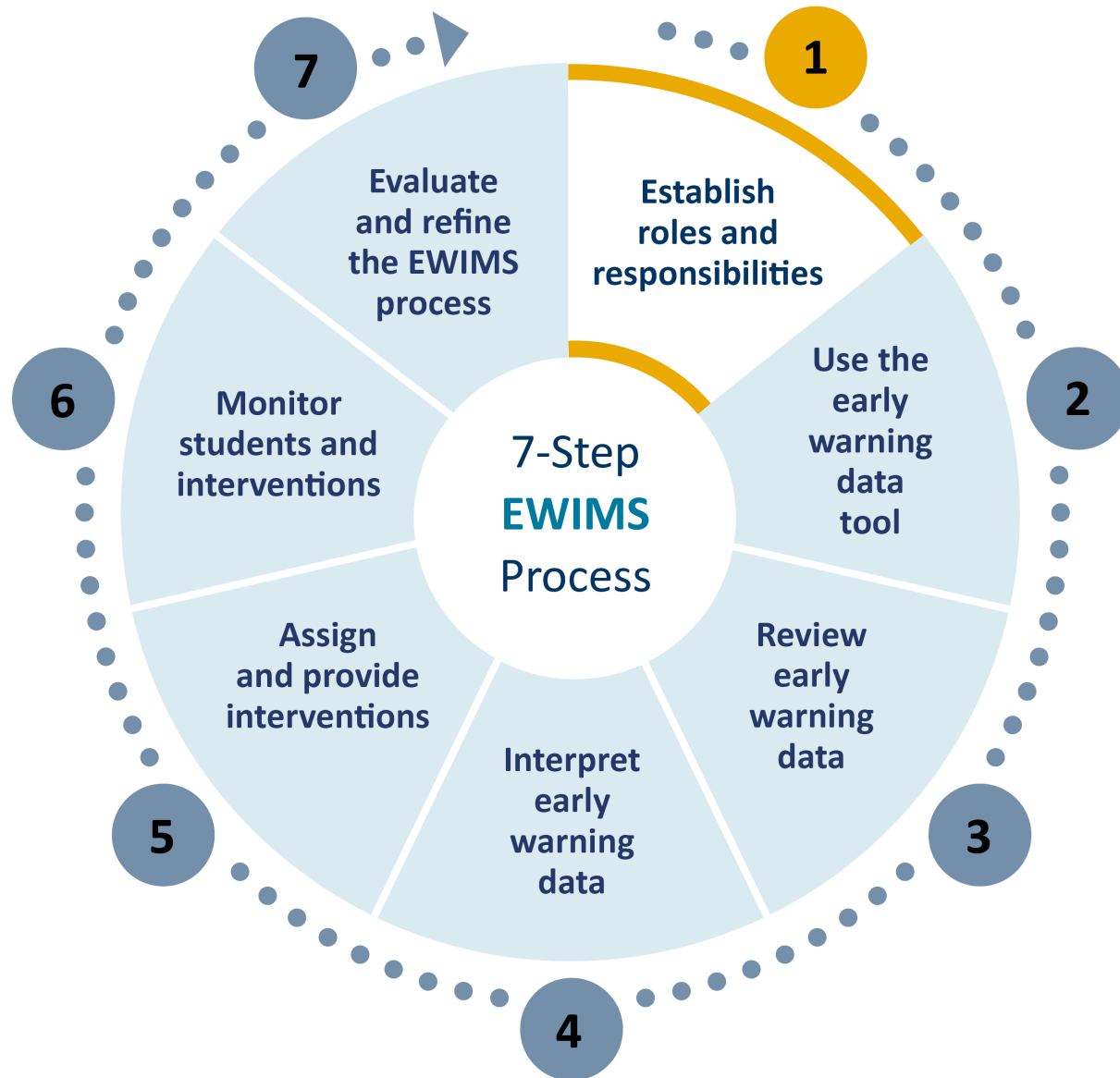
**Assess** whether the interventions are working

# Seven-Step EWIMS Process





# EWIMS Step 1: Establish Roles and Responsibilities



# EWIMS Step 1: Establish Roles and Responsibilities

1

Establish  
roles and  
responsibilities

## ***Right people***

- Who should be at the table?

## ***Right frequency***

- How regularly should we meet?

## ***Right duration***

- How much time should we meet for?

# EWIMS Step 1: Team Roles and Responsibilities

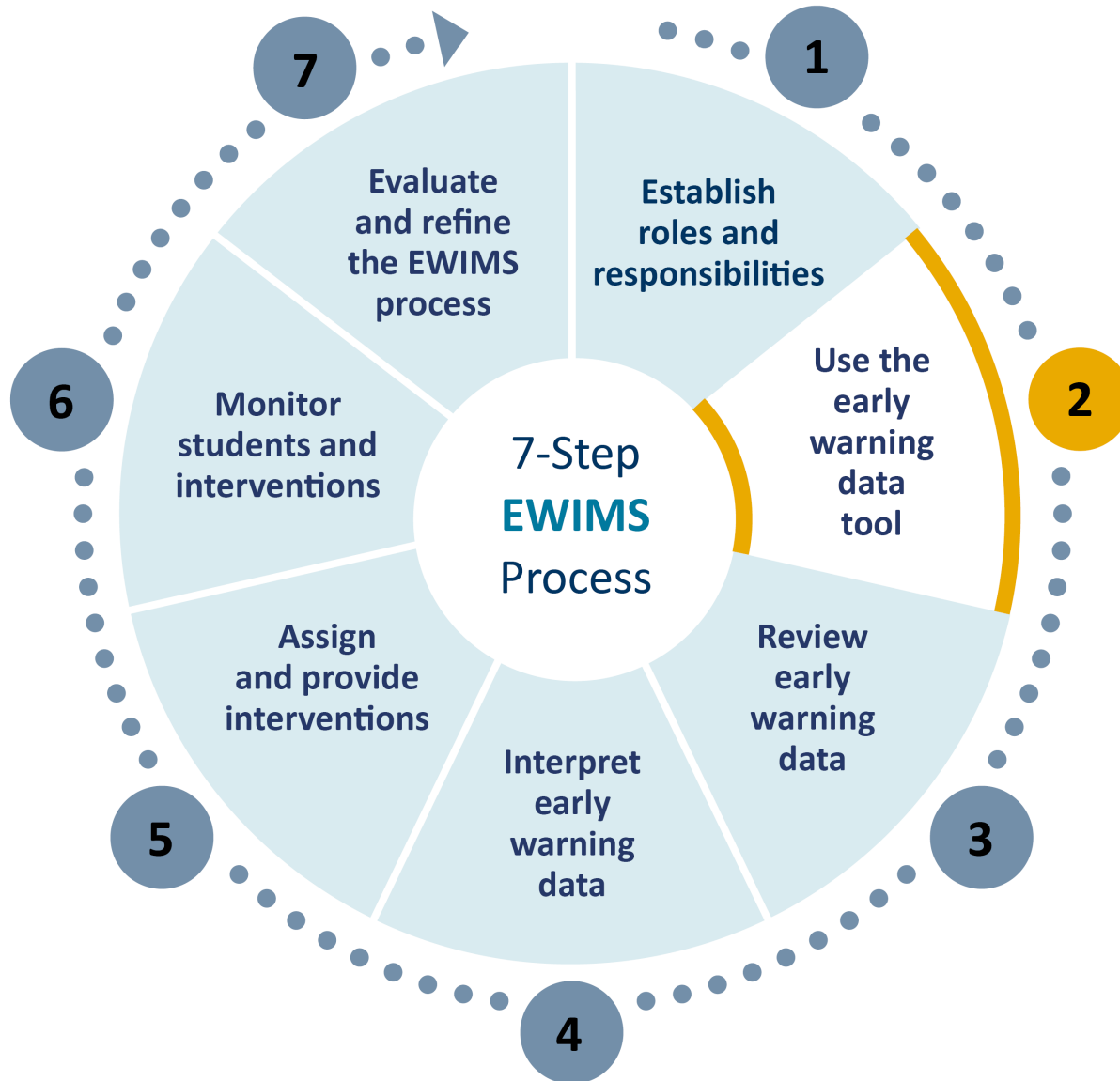
1

Establish  
roles and  
responsibilities

- **Conduct** EWIMS team meetings that are well organized and documented.
- **Communicate** plans outside of the EWIMS team.
- **Solicit** feedback from stakeholders.
- **Monitor** progress.



# EWIMS Step 2: Use the Early Warning Data Tool



# EWIMS Step 2: Michigan Data Hub Early Warning Data Tool

2

Use the  
early  
warning  
data  
tool



## Trent High School

- School Information
- Academic Dashboard
- Operational Dashboard
- Goal Planning
- Dashboard Usage
- Early Warning System

### Early Warning System

Jump to subcategory: [Failing Summary](#) | [Percent Caution](#) | [Percent Failing](#)

FAILING SUMMARY	METRIC VALUE (% of students)	TREND	SCHOOL GOAL	DIFFERENCE FROM GOAL	STUDENT ATTAINMENT (# meeting student goal)
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#### Failing Summary

Percent of students failing Early Warning Indicators

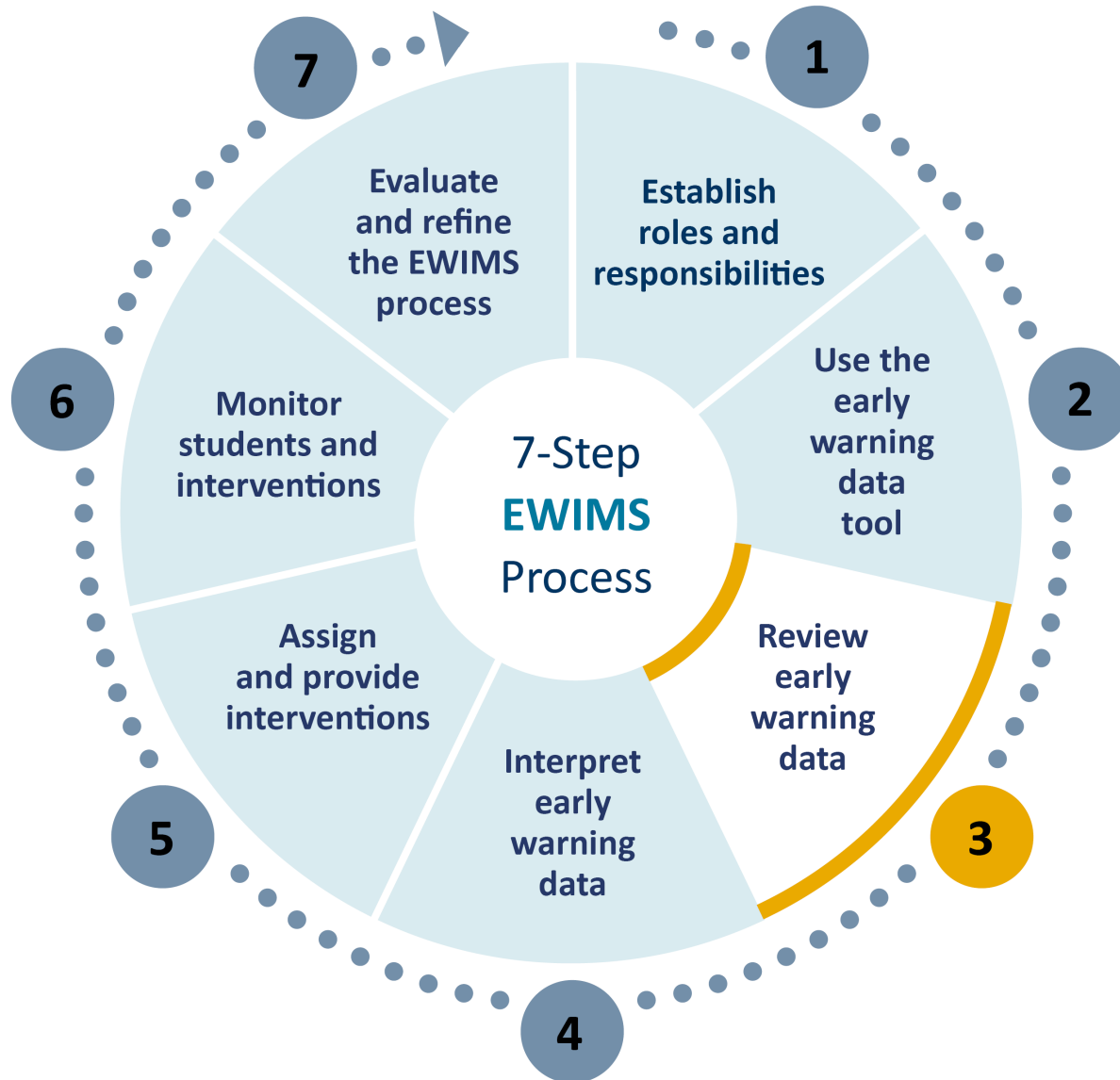
■ Percent failing all 5 indicators	0.0 %		5.0 %	5.0 %	0 of 560
■ Percent failing 4 or more indicators	0.3 %		5.0 %	4.7 %	2 of 560
■ Percent failing 3 or more indicators	2.1 %		10.0 %	7.9 %	12 of 560

#### Early Warning Indicators - Percent with 3 or more indicators below threshold - Student List

↓ CUSTOMIZE VIEW

				EARLY WARNING			
STUDENT ^	GRADE LEVEL	DESIGNATIONS	# OF FAILING EARLY WARNING METRICS	Metrics Failing	Metrics Caution	Interventions Assigned?	Daily Attendance Rate
<a href="#">Faison, Raquel W.</a>	9th		3	3	0		85.1 %
<a href="#">Heck, Adam V.</a>	9th	L	3	3	0		85.1 %
<a href="#">Keefe, Sophia U.</a>	9th		3	3	0		75.3 %

# EWIMS Step 3: Review Early Warning Data





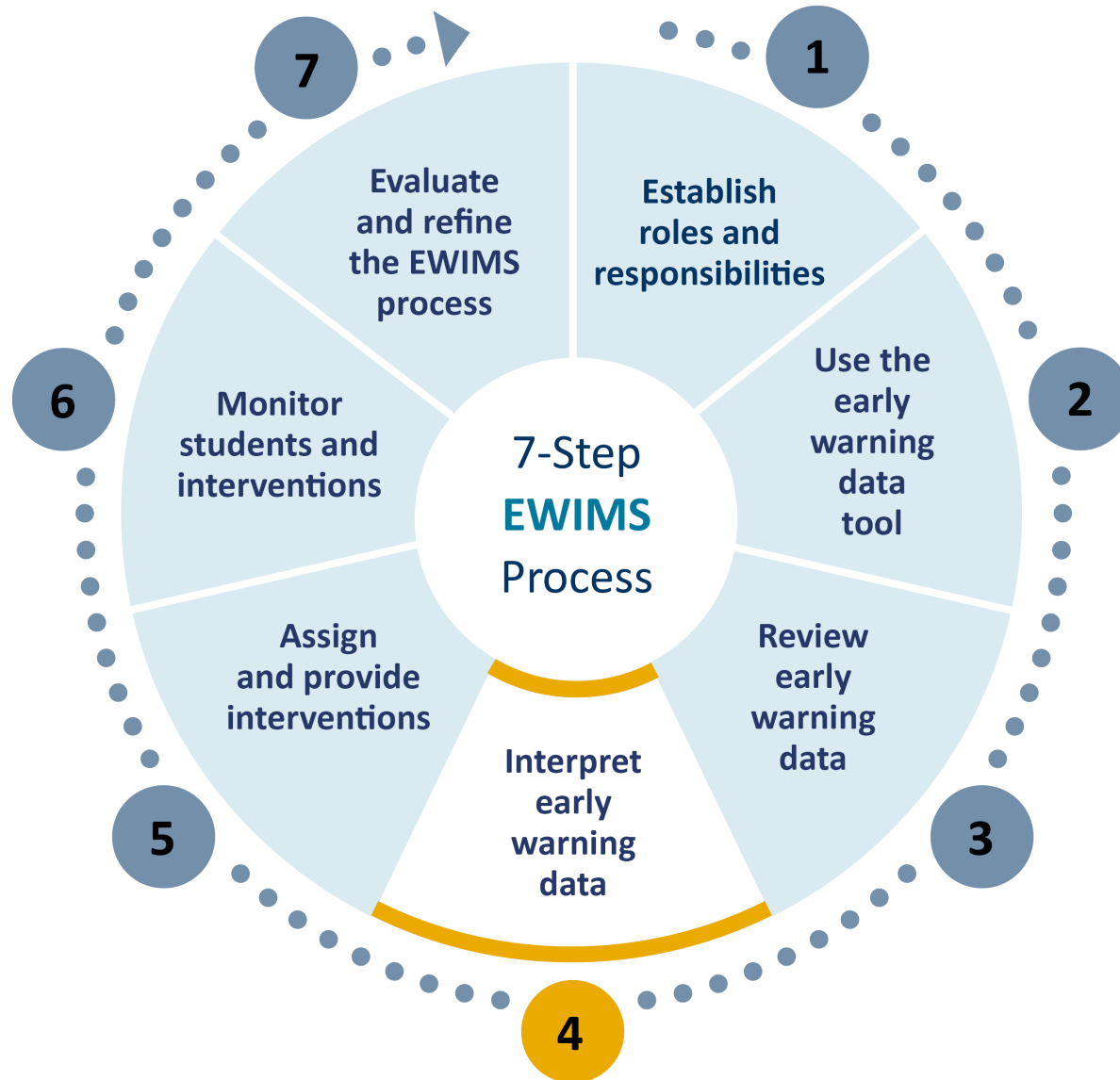
# EWIMS Step 3: Reviewing Early Warning Data



- **Review** information for flagged students.
- **Explore** patterns in student-level and school-level data.
- **Identify** information gaps.
- **Prioritize** student needs.

***What does the data tell us?***

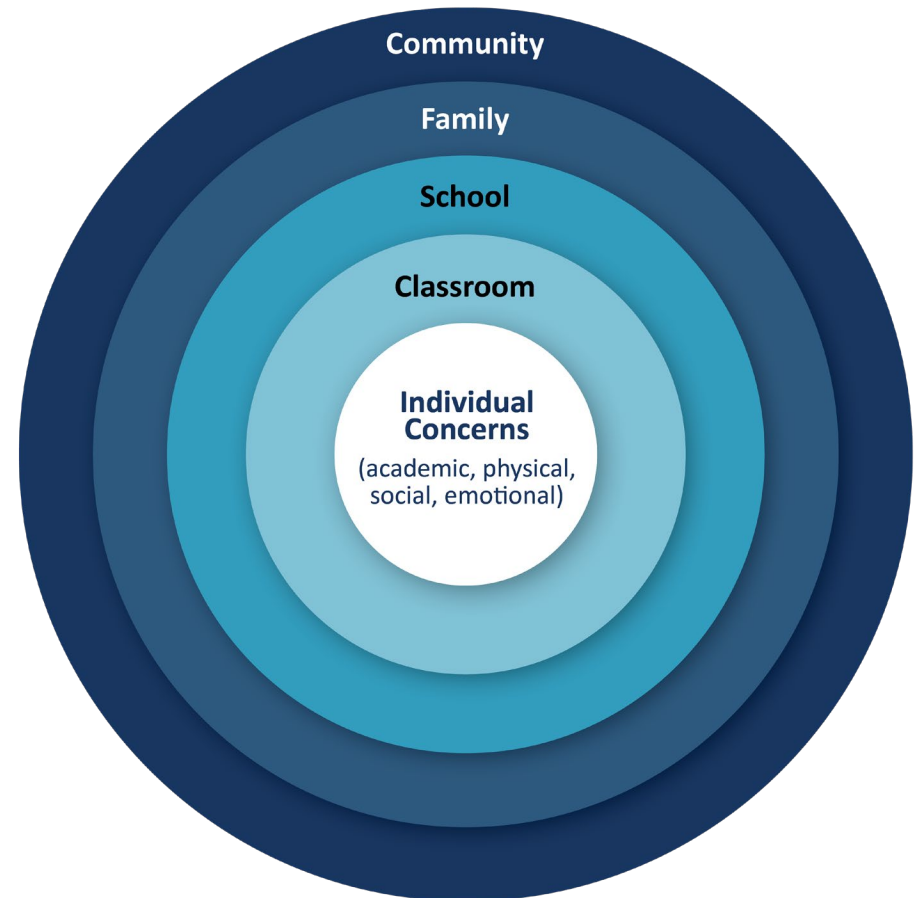
# EWIMS Step 4: Interpret Early Warning Data



# EWIMS Step 4: Consider Contextual Factors

4

Interpret  
early  
warning  
data





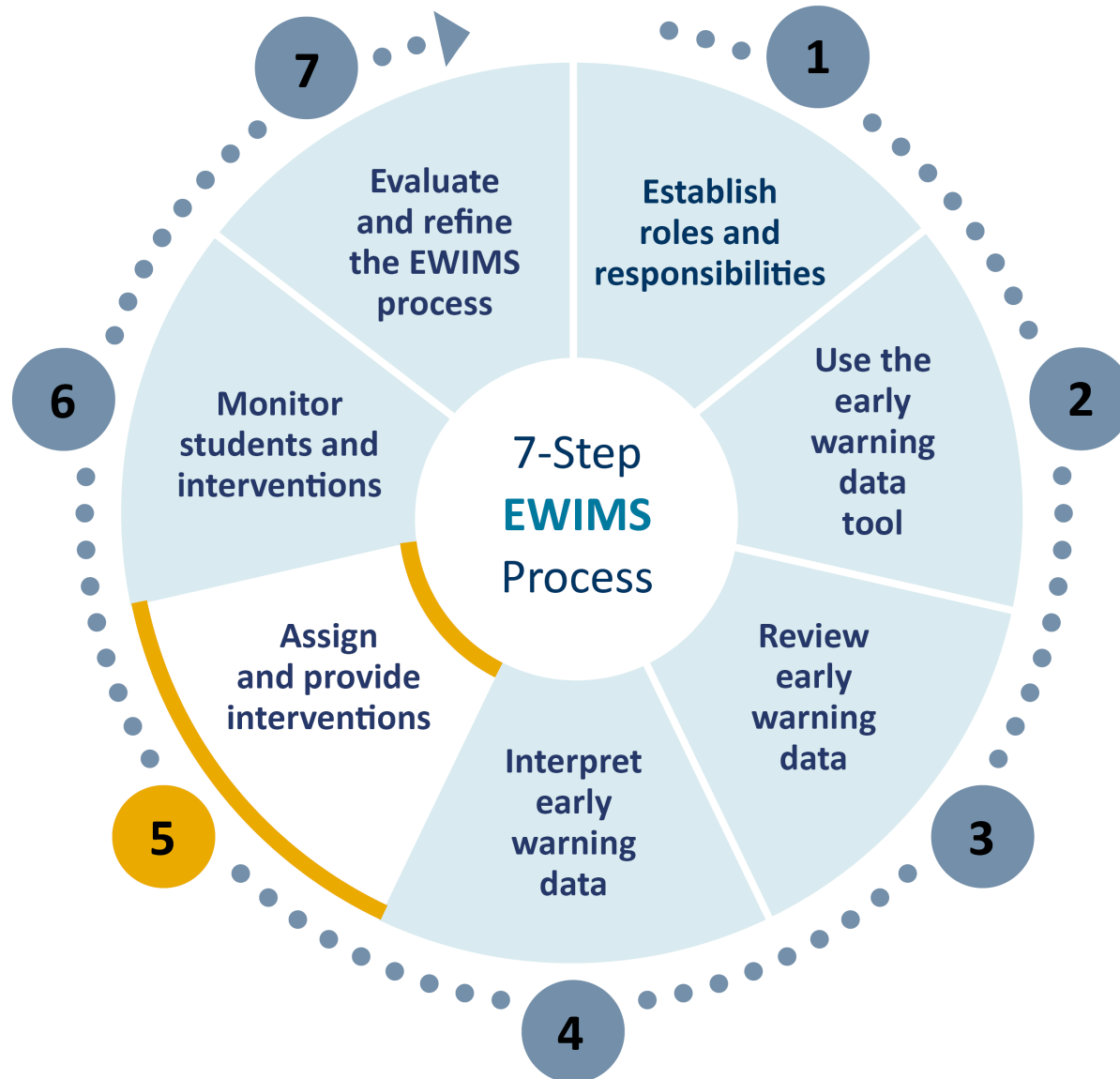
# EWIMS Step 4: Interpret Early Warning Data



- **Look** beyond the indicators to consider underlying factors.
- **Identify** the student's strengths.
- **Explore** additional quantitative and qualitative data sources.
- **Determine** potential underlying causes of risk.

*Why is this occurring?*

# EWIMS Step 5: Assign and Provide Interventions



# EWIMS Step 5: Assign and Provide Interventions



- **Consider** potential interventions and available resources.
- **Match** students to specific interventions.
- **Agree** on a plan and next steps.
- **Communicate** the plan to key participants.



# EWIMS Step 5: Tiered Interventions

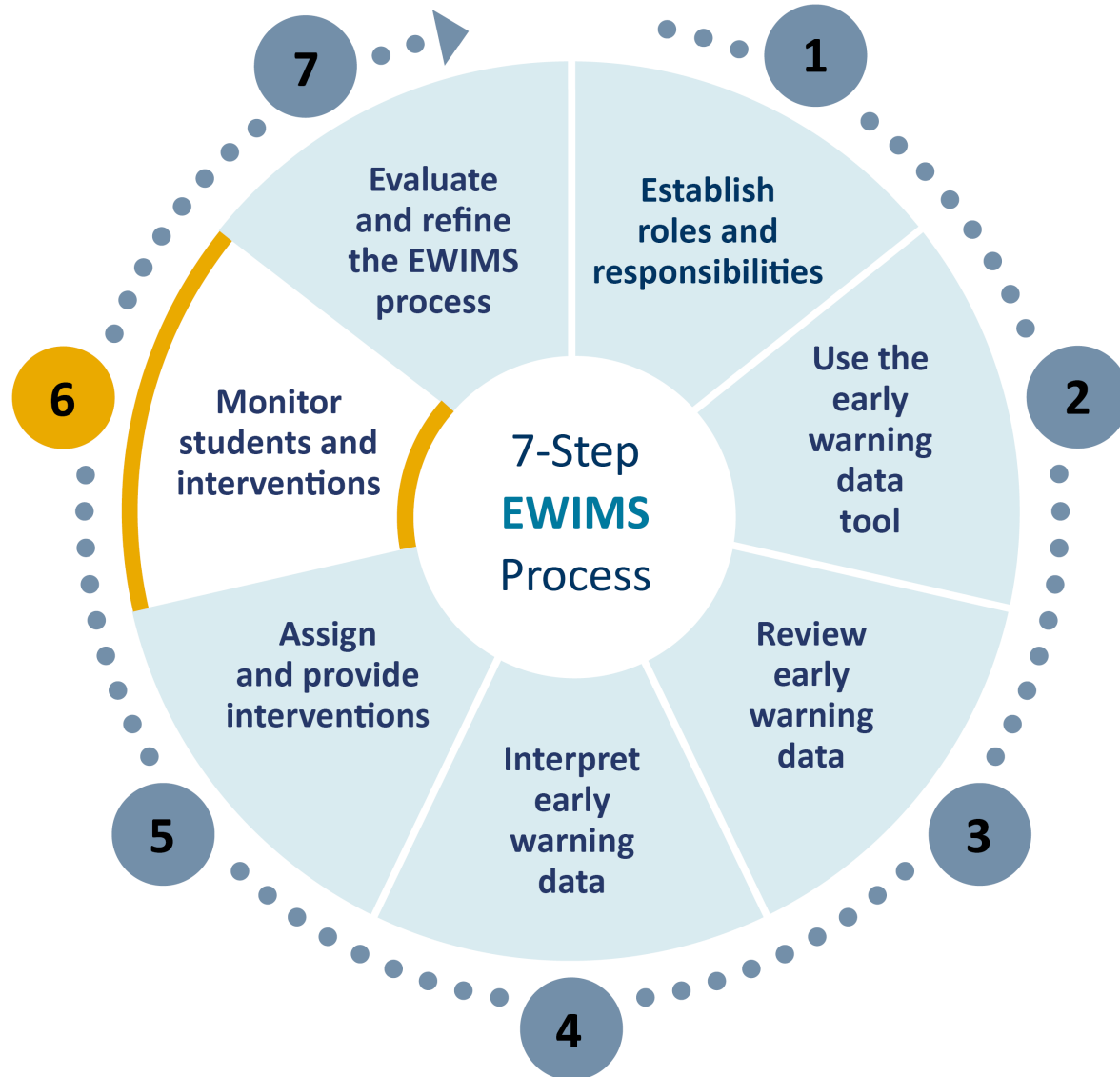
	<b>Tier I</b> (for all students in the school)	<b>Tier II</b> (for small groups of students with common needs)	<b>Tier III</b> (for individual students with the highest level of need)
<b>Attendance</b>	<b>Example:</b> Automatic calls	<b>Example:</b> Peer wake-up calls	<b>Example:</b> Parent conference
<b>Behavior</b>	<b>Example:</b> Schoolwide expectations from PBIS (Positive Behavioral Interventions and Supports)	<b>Example:</b> Lunch group	<b>Example:</b> Referral to in-school counseling
<b>Course Performance</b>	<b>Example:</b> Study hall with ELA teacher	<b>Example:</b> Peer tutoring	<b>Example:</b> Individualized online math program

# EWIMS Step 5: Evidence-Based Practices and Intervention Resources



- Best Evidence Encyclopedia
- Center on Instruction
- Collaborative for Academic, Social, and Emotional Learning
- College and Career Readiness and Success Center
- Doing What Works
- National Center on Intensive Intervention
- National Dropout Prevention Center/Network
- What Works Clearinghouse

# EWIMS Step 6: Monitor Students and Interventions





# EWIMS Step 6: Monitoring Students



## Identify students

- whose needs are not being met
- who are showing progress
- who are no longer struggling

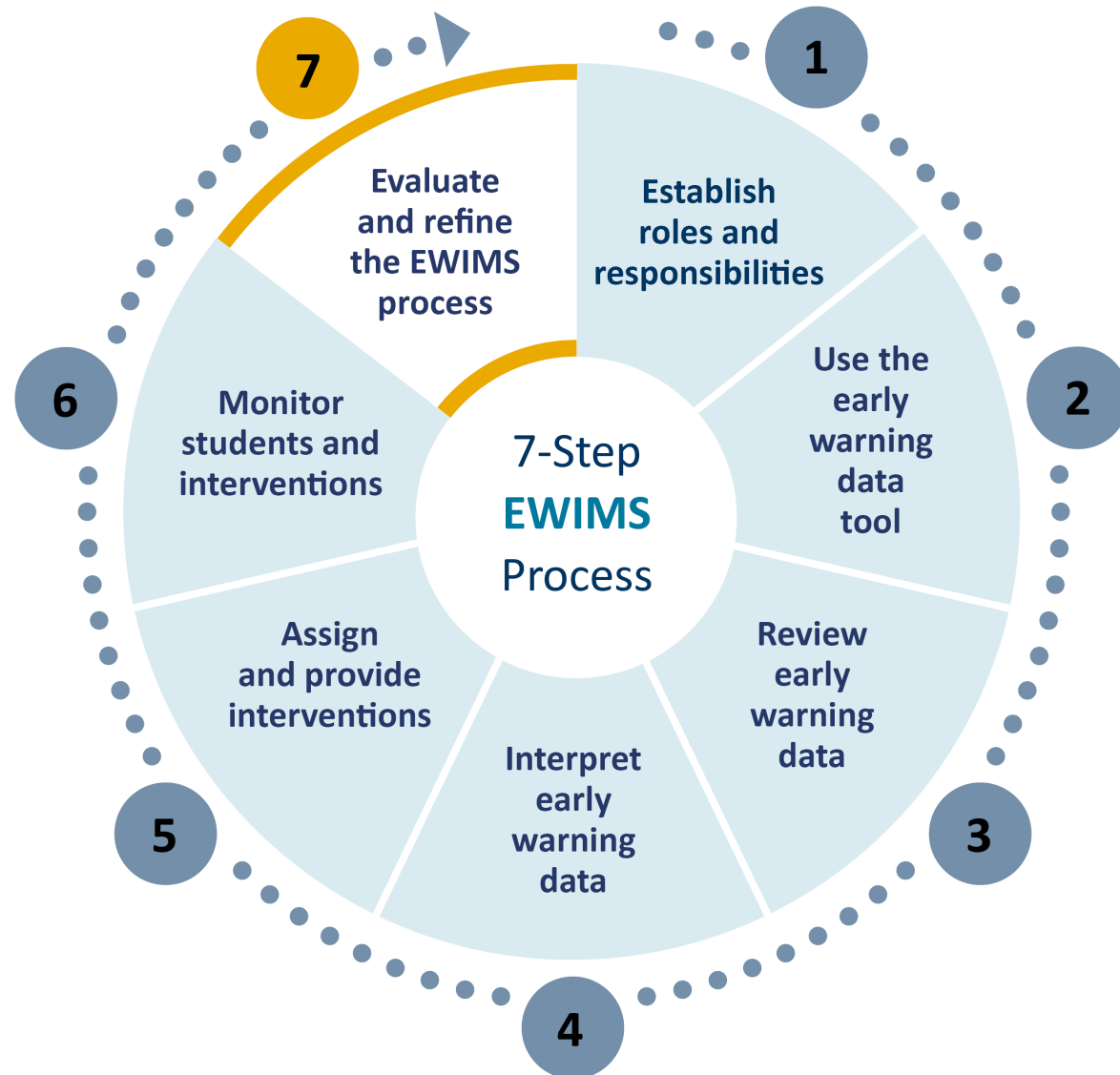
# EWIMS Step 6: Monitoring Interventions



**Review by *type* (attendance, behavior, course performance) and *tier* (I, II, III).**

- Was the intervention implemented as intended?
- Did the student(s) participate?
- Was the dosage (duration and intensity) sufficient?
- What were the outcomes? Fewer flags? Different flags? Patterns?

# EWIMS Step 7: Evaluate and Refine the EWIMS Process





# EWIMS Step 7: Evaluate and Refine the EWIMS Process

7

Evaluate  
and refine  
the EWIMS  
process


## ***Reflect***

Working? Not working?

## ***Refine***

How to improve?

# Top 3 Implementation Challenges

- 
1. **Importing data into the tool**
  2. Staff turnover
  3. Limited staff time

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