EWIMS STEP 4
Interpreting Early Warning Data
Seven-Step EWIMS Process

1. Establish roles and responsibilities
2. Use the early warning data tool
3. Review early warning data
4. Interpret early warning data
5. Assign and provide interventions
6. Monitor students and interventions
7. Evaluate and refine the EWIMS process
EWIMS Step 4: Interpret Early Warning Data

- Barriers that prevent a student from being successful
- Why is this problem or pattern occurring?
- Asking questions and examining underlying causes
- Looking beyond the indicators to identify needs
EWIMS Steps 3 and Step 4

What is the problem?

Why is it occurring?
Symptoms

What is the problem?

What

Who

Step 3
Why is it occurring?

Step 4

Where

When

Why
Symptoms Versus Underlying Causes

**What is the problem?**

Step 3
Identify symptoms.

**Why is it occurring?**

Step 4
Determine underlying causes.
Step 4 Summary

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

*Why is this occurring?*
Consider Conditions

- Individual Concerns
  (academic, physical, social, emotional)
- Classroom
- School
- Family
- Community
Consider Characteristics

What characteristics may be contributing to or influencing an underlying root cause?

**Characteristics:** factors that belong or are connected to a student, such as a demographic trait or a designation.
Guiding Questions

- What are the student’s/students’ strengths?
- What patterns do we see?
- Why is this problem occurring?
- What conditions or characteristics might have an influence on the root cause(s)?
- What other information do we need?
Sample Probing Questions Related to Attendance

• Is there a certain day of the week or time of day when the student is frequently absent?
• Which classes is the student missing?
• Who are the teacher and classmates in that class/those classes?
• Has the student’s attendance been affected by suspension?
Sample Probing Questions Related to Behavior

• What behavior(s) contributed to the behavior flag?
• How is the problem behavior being addressed?
• What is the nature of the student’s relationship with the teacher or staff person who is disciplining him or her?
• When does the student typically have behavioral issues?
• Does the student have special needs that should be taken into consideration?
• Question for adults who know the student well: What are the student’s triggers?
Sample Probing Questions Related to **Course Performance**

- Which classes did the student fail?
- How many other students are failing this course or this period?
- In which types of classes is this student enrolled (e.g., remedial reading, advanced placement)?
- How has the student done in this subject previously?
Implementation Suggestions

1. *Invoke* shared agreements.
2. Create a real-time “watch list.”
Implementation Suggestions

3. **Maximize** resources with group interventions.
Group Interventions

- **Review** groups of flagged students.
- **Identify** similar underlying causes.
- **Develop** group interventions.
Maximizing Resources

• What are the most prominent needs across grade levels, subgroups of students, and our school?
• How will we prioritize the student needs we have identified?
• How are the needs aligned with our school goals?
• What additional data or resources do we need?
Step 4 Challenge: Duplication of Effort

- Take stock of existing teams in the school.
- Review initiatives that serve a purpose similar to EWIMS.
- Where is data currently being reviewed? Can EWIMS data be integrated?
Step 4 Challenge: Jumping to Conclusions

- Resist the temptation to act before fully understanding a problem.
- Record the potential underlying causes to hold the team accountable.
- Designate team meeting time to consider whether the group is jumping to conclusions before assigning next steps.
Step 4 Challenge: Getting Stuck

- Insufficient information
- Multiple underlying causes
- Issues beyond your team’s sphere of influence
- Conditions and characteristics
Final Thoughts

Discuss and address underlying root causes before identifying interventions.
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References


