



Early Warning Intervention System Implementation Fidelity Rubric Facilitator's Guide

The MDE Early Warning Intervention and Monitoring System (EWIMS) Implementation Fidelity Rubric Facilitator's Guide is being provided as a companion to the MDE EWIMS Implementation Fidelity Rubric document. The purpose of the fidelity rubric is to lead teams through a guided reflection process designed to gather information related to the current operation of EWIMS. This facilitator's guide provides detailed information and sample scripts related to all aspects of the process, including time and material allocations, and before, during, and after meeting activities to be conducted with the school/LEA-based EWIMS team.

Time Allocations:

- Discussion of scoring and evidence – two hours
- Reflection and next steps – one hour

Before the Meeting:

1. Assign the following roles to assist in facilitating the meeting:

- **EWIMS Implementation Fidelity Rubric Facilitator** – a person who will navigate through the rubric, guide the group discussion without providing input or opinion, and listen for underlying concerns or thoughts of the team
 - having an outside person conduct the process helps summarize the group's collective thoughts without bias
 - if an outside person is not available, the facilitator will need to ensure that biases are mitigated and/or minimized and create an environment in which all team members are comfortable sharing
- **Note Taker** – a team member who will capture the in-place and yet in-place evidence, and final score
- **Prompter** – a team member who can help ensure all members are participating; equal voice
- **Timekeeper** – a team member who will assist with keeping track of the time remaining
- **Other** – any additional role deemed necessary by the group

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2. **Determine the anonymous polling vehicle for team members to report their rubric ratings for each measure. The Zoom polling feature is an example.**
3. **Provide materials and communicate team member expectations for participation (pre-meeting or through written communication):**
 - Provide each member of the EWIMS Team with access to the appropriate materials for their role:
 - **Facilitator** – MDE EWIMS Implementation Fidelity Rubric Facilitator’s Guide, MDE EWIMS Implementation Fidelity Rubric, EWIMS Implementation Fidelity Rubric Scoring Summary Document
 - **Participant** – EWIMS Implementation Fidelity Rubric
 - **Note Taker/Lead** – EWIMS Implementation Fidelity Rubric, EWIMS Implementation Fidelity Rubric Scoring Summary Document
 - Explain the purpose of the exercise and set the expectation that all members will independently and thoughtfully review each of the seven indicators and subsequent measures.
 - All members review the language of the rubric. As a team, clarify any wording that is unclear, such as what is meant by the term “*all staff*” in Indicator Three; Measure A. Address any additional terms which may include *relevant*, *partial*, and *sufficiently*.
 - Set the expectation that all EWIMS Team members are to be present during the discussion and reflection meetings.
 - Explain the system for notetaking to be used during the scoring process.

During the Meeting – Rubric Scoring:

1. Welcome all participants and perform introductions.
2. Outline the procedures that will be followed during the discussion of the seven indicators and twenty-three measures.
 - a. Set the purpose of the meeting – to use the Fidelity Rubric tool to review each of the measures related to the seven EWIMS indicators to:
 - Determine the current level of implementation of EWIMS through discussion and consensus
 - Utilize the final results to create action steps to refine and sustain implementation
 - b. Review team norms
 - c. Announce team members who will be serving as the notetaker, the timekeeper, and such
3. Create a safe space for open and honest dialogue by directing the team to focus on the rubric language and evidence of implementation. Acknowledge that educators may find this process to be personal, yet this process requires an objective look at the current level of implementation to identify strengths and areas of opportunity related to EWIMS implementation.

Sample script:

“Our goal today is to use the EWIMS Implementation Fidelity Rubric tool to review each of the measures under the seven indicators to determine the current level of implementation in your district. Before we start with the rubric, let’s review your team’s meeting norms. (Review norms.)

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Results from the discussions will guide your EWIMS team to determine the next action steps to refine and sustain implementation. (note taker name) will record notes in the evidence column for what is in place and not yet in place. (prompter name) will help ensure that all voices are heard during the discussions. (timekeeper's name) will help us stay on track as our timekeeper.

The EWIMS Implementation Fidelity Rubric rating scale goes from 1 – little or no implementation to 5 – complete and consistent implementation. I will read the indicator and then the measures under each one by one. I will read the rubric language for level 5 – complete and consistent implementation. Each member will report their score through an anonymous vote. We will look at the results and the range of scores. If the scores are unanimous, I will ask team members to share the evidence that was used to assign the score. If there is a range of responses, I will ask for volunteers to share their thoughts and evidence to support why they assigned that score. Once we have finished sharing, we will work to come to a consensus and conduct a revote. What questions do you have? Let's get started with Indicator One."

As discussion related to Indicator One progresses, it may become necessary to pause and acknowledge that starting out with Indicator One – Leadership can feel personal. Lead the group to lean into the rubric language to make observations about the system that is currently in place, not the people who are in leadership positions. Helping the team to focus on the current level of implementation with a systems focus can help provide distance from discussing the actions of the leader as a person and foster objectivity about the measure.

4. Read Indicator One - *System Features to Support Readiness and Implementation*
5. Read the name of *Measure B - Resources*
6. Read the corresponding rubric language for level 5, Complete and Consistent Implementation, emphasizing the words that exemplify this highest implementation standard. See the example below.
 - a. Some measures have rubric language in **bold black font**, indicating a level of implementation. Emphasize this language and ensure all team members have consistent understanding of these terms prior to the next step.

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Indicator 1: System Features to Support Readiness and Implementation

Resources and organizational structures necessary to support, identify, and intervene to support students at risk of dropping out of high school are in place

| Description of Measures | 1 (Little or no implementation) | 3 (Partial or inconsistent implementation) | 5 (Complete and consistent implementation) | Evidence | Date/ Rating |
|-------------------------|---|---|---|--|-----------------|
| A. Resources | Resources (e.g., funds, programs, time available) are not allocated or monitored to support Early Warning implementation, including data review, interventions, and monitoring. | Resources (e.g., funds, programs, time available) necessary to ensure that some or most of the EWIMS process is implemented with fidelity are allocated and are minimally monitored annually to support Early Warning implementation, including data review, interventions, and monitoring. | Resources (e.g., funds, programs, time available) necessary to ensure the entire EWIMS process is implemented with fidelity are allocated to ensure the entire EWIMS process is implemented and are minimally monitored three times a year monitored to support Early Warning implementation, including data review, interventions, and monitoring. | In Place: Yet in Place: | |

7. Start the vehicle for team members to vote anonymously. Do not end the polling until **ALL** team members have reported their score for Measure A – Leadership.
8. After all team members have cast a vote, reveal the initial results, and begin discussion of the evidence identifying what is in place/not in place to support their assigned score.
 - a. **If all team members vote unanimously**, ask for a volunteer to provide evidence for what is in place or what is not yet in place. Sample prompts include:
 - “All team members have scored this measure a 3. Let’s identify and record the evidence that supports a score of level 3.”*
 - “All team members have scored this measure a 1. Will someone volunteer to share what is not yet in place to support this score?”*
 - “All team members have scored this measure a 5. Let’s celebrate and record the evidence that supports the score of 5.”*
 - b. **If team members do not vote unanimously**, facilitate a discussion that allows team members to share their reasoning and evidence for selecting the score. Sample prompts to help guide this discussion include:
 - “Will a team member who scored a 5 share the evidence to support that score?”*
 - “I see we have one person who scored a 1. Would that person be willing to share why they scored a 1?”*
 - “Those who scored a 3, will you share what you saw that caused you to rate this measure as a 3 rather than a 1 or a 5?”*
 - c. Team members may not be comfortable starting this discussion. The following prompts will support a safe space and initiate dialogue:
 - “Let’s look at the rubric language for a score of 3 and a score of 5 to highlight the differences.”*

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"It is important to remember this is an objective consideration of implementation as it stands right now. Keep in mind you have only been implementing for ___ months. What wording in the rubric level best reflects the implementation level as it stands today?"

9. Once all who wish to share have shared, ask team members to revote.
 - a. If there is consensus, record the rating in the Date/Rating column.
 - b. If consensus has not been reached, guide the discussion using the prompts below and revote. Record the rating in the Date/Rating column.

"We have one team member who scored a 1, and the rest of the team scored a 3. Would the team member who scored a 1 be comfortable coming up to a 3 if notation is made in the Evidence column to record what is not yet in place?"

"We have one team member who scored a 5, and the rest are 3. Would the 5 be willing to drop to a 3 based on the discussion and evidence?"
 - c. If after the revote, the evidence indicates that implementation falls between two rubric descriptions, the team can decide to select a score of 2 or 4 for that measure. Record the rating in the Date/Rating column. Sample prompts to help guide the team to come to a consensus include:

"It looks like the evidence shows that implementation falls between a 3 and a 5. Would the team be comfortable meeting in the middle and assigning a 4?"

"The scores are split between a 1 and a 3. Would the team be comfortable landing at a score of 2 for this measure?"
10. Be sure evidence provided by team members is recorded in the "Evidence" column for each measure.

Repeat this process for each of the remaining measures under Indicator One (*Resources, Communications with and Involvement of Families and Students, Communication with and Involvement of Staff, Professional Development, and Community Partnerships*). Total the number of points for all measures under Indicator One (XX/30) and calculate the percentage. See highlighted green cell in the table below.

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Calculate the total scores for each indicator. Record the total number of points and the percentage in the Scoring Summary document, as shown in the example column below.

| Indicator | Example: Spring 2021 | Winter 2022 | Spring 2022 | Winter 2023 | Spring 2023 | Winter 2024 | Spring 2024 | Winter 2025 | Spring 2025 | Winter 2026 | Spring 2026 |
|--|----------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| 1. System Features to Support Readiness and Implementation | 19/30 63% | /30 % | /30 % | /30 % | /30 % | /30 % | /30 % | /30 % | /30 % | /30 % | /30 % |
| 2. Data Team and Structure | 7/10 70% | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % |
| 3. Early Warning Tool Capabilities | 7/20 35% | /20 % | /20 % | /20 % | /20 % | /20 % | /20 % | /20 % | /20 % | /20 % | /20 % |
| 4. Review of Early Warning Data | 2/10 20% | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % |
| 5. Intervention and Supports | 13/30 43% | /30 % | /30 % | /30 % | /30 % | /30 % | /30 % | /30 % | /30 % | /30 % | /30 % |
| 6. Progress Monitoring | 5/10 50% | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % |
| 7. Continuous Improvement | 3/5 60% | /5 % | /5 % | /5 % | /5 % | /5 % | /5 % | /5 % | /5 % | /5 % | /5 % |
| Total | 56/115 | /115 | /115 | /115 | /115 | /115 | /115 | /115 | /115 | /115 | /115 |
| Overall Implementation Percentage | 48% | % | % | % | % | % | % | % | % | % | % |

Repeat this process with Indicators Two through Seven.

During the Meeting - Scoring Summary Reflection and Dialogue

1. Following the discussion and rating of all measures for each indicator, complete the following:
 - “Total” row (yellow) - Add the total number of points for each of the seven indicators.
 - “Overall Implementation Percentage” row (green) – divide (XX/115) to calculate.
2. Reflect on the Overall Implementation Percentage.
3. Rank order the indicators from highest to lowest based on percentage.
 - a. Celebrate areas with the highest implementation and/or greatest growth and identify reasons for this.
 - b. Reflect on the lowest scoring indicators and identify reasons for this.
 - c. Reflect on mid-range scoring indicators and identify reasons for this.

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- d. Using the guidance of the MDE EWIMS Implementation Guide and reflection of implementation levels for all indicators, determine priority indicators to work on as the next step.
4. Offer guidance and reflect with the team on how to incorporate the next steps into the school’s continuous improvement plans.
Sample Scenario:

Sunshine Jr.-Sr. High is a small, rural secondary school serving grades 6 – 12. They are in their first year of EWIMS implementation. They have approximately 20 teachers serving about 250 students. The team completed the EWIMS Fidelity Rubric process, and the scores are recorded in the table below:

| Indicator | Example: Spring 2021 | Winter 2022 | Spring 2022 | Winter 2023 | Spring 2023 | Winter 2024 | Spring 2024 | Winter 2025 | Spring 2025 | Winter 2026 | Spring 2026 |
|--|----------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| 1. System Features to Support Readiness and Implementation | 19/30 63% | /30 % | /30 % | /30 % | /30 % | /30 % | /30 % | /30 % | /30 % | /30 % | /30 % |
| 2. Data Team and Structure | 7/10 70% | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % |
| 3. Early Warning Tool Capabilities | 7/20 35% | /20 % | /20 % | /20 % | /20 % | /20 % | /20 % | /20 % | /20 % | /20 % | /20 % |
| 4. Review of Early Warning Data | 2/10 20% | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % |
| 5. Intervention and Supports | 13/30 43% | /30 % | /30 % | /30 % | /30 % | /30 % | /30 % | /30 % | /30 % | /30 % | /30 % |
| 6. Progress Monitoring | 5/10 50% | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % | /10 % |
| 7. Continuous Improvement | 3/5 60% | /5 % | /5 % | /5 % | /5 % | /5 % | /5 % | /5 % | /5 % | /5 % | /5 % |
| Total | 56/115 | /115 | /115 | /115 | /115 | /115 | /115 | /115 | /115 | /115 | /115 |
| Overall Implementation Percentage | 48% | % | % | % | % | % | % | % | % | % | % |

Sunshine Jr.-Sr. High’s overall Percent Complete Implementation following Year One was 48%. The team determined that 48% is a celebration given the short length of time during which EWIMS has been implemented and the unique challenges faced during the school year.

When in order by rank, the seven indicators from highest to lowest percentage of implementation are as follows:

Indicator Two: Data and Team Structure

Indicator One: System Features to Support Readiness and Implementation

Indicator Seven: Continuous Improvement

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Indicator Six: Progress Monitoring

Indicator Five: Interventions and Supports

Indicator Three: Early Warning Tool Capabilities

Indicator Four: Review of Early Warning Data

The team discussed rank ordering and the supporting evidence.

They celebrated that Indicators Two (Data and Team Structure) and One (System Features to Support Readiness and Implementation) were ranked highest based on the following evidences recorded during the rubric discussion process as well as the level of commitment and support demonstrated by the administration and EWIMS team:

Indicator Two (Data Team and Structure) and One (System Features to Support Readiness and Implementation) received the two highest scores.

- Indicator Two: Team or Appropriate Support Mechanism was scored a 3, and Regular Meetings was scored a 4.
 - The team agreed that there is a consistent meeting schedule with agendas, minutes, and roles assigned to team members.
 - There is also a plan to invite additional relevant staff to join the meeting when necessary, which has not yet been fully implemented.

They determined that Indicators Three (Early Warning Tool capabilities) and Four (Review of Early Warning Data) were accurately identified as the areas with the lowest areas of implementation based on the following evidence recorded during the rubric discussion process:

- Indicator Three: Early Warning Tool Capabilities and Early Warning Tool Support both scored a 1. A 2 for EWS Tool Maintenance.
 - Inaccuracies of data this past year due to unique challenges experienced
 - Tool not yet in place/used.
- Indicator Four: Both measure Early Warning Data Review and Data Points to Verify Risk scored at a 1.
 - Team verified that they have a lot of anecdotal data, but not official data.
 - Not enough time implementing yet to look at data over time.

Dialogue between team members on where to focus the next steps was interesting. Plans for the implementation of the actual EWIMS data tool are in place. This plan played a large factor in the thought process of the team in moving forward, given that the availability and implementation of the tool would have a direct positive impact on Indicators Three and Four.

The next part of the discussion is related to determining the next steps. Several team members strongly expressed that Indicator Five (Intervention and Supports) should be the immediate focus because they felt this is where the entire staff was needing the most help, and expressed a strong desire to help their students. “We need to focus on helping the students and work on interventions.” Through a series of reflective questions and referral back to the rubric language and evidence, the team gradually realized that there is a need for improvement in the delivery of high-quality Tier 1 instruction. They also recognized that without a consistent, reliable source of student data, it had previously been difficult to determine the effectiveness of interventions currently in place and to accurately track student needs. “With the inconsistency in reporting and recording data, we don’t know if the interventions

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we're doing now are working and what the kids really need." Through open and honest guided discussion, the team was able to determine that, while interventions and supports and progress monitoring are critical, these two indicators would be improved and strengthened with consistent and reliable improvement in implementing data collection and analysis.

It was determined that the team would focus on Indicators Three (Early Warning Tool capabilities) and Four (Review of Early Warning Data) including:

- Implement the EWIMS data tool
 - Ensure all staff are trained on how to accurately use the data tool
 - Monitor the input of data to improve consistency in data collection
- Utilize the data collected
 - Review student-level data to determine student needs and programming
 - Review student-level data to determine student response to interventions being provided

Concluding the Meeting

1. Collective Activity:

Each team member reflects on the overall process of working through the implementation rubric (identifying evidences, scoring, etc.) and responds to the following:

- Identify how the EWIMS Implementation Fidelity Rubric supported your understanding of EWIMS implementation for your school.
- Identify what aspect(s) of EWIMS implementation does your school's EWIMS Leadership Team need support with to move forward and who/what entity might provide it.

The notetaker summarizes these reflections and communicates these to the school leadership and staff along with the implementation levels and priorities/next steps identified.

2. Thank team members for their participation and engagement. Add personal thank you regarding opportunity to facilitate the session.
3. Acknowledge the collective team's strengths observed during the session and turn the meeting over to the school's EWIMS Team lead.